

Continuous Improvement

Building for the Future

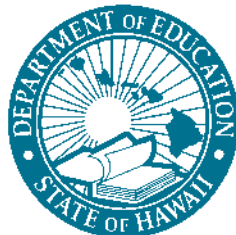


2009

SUPERINTENDENT'S *20th Annual Report*

State of Hawaii

DEPARTMENT OF EDUCATION



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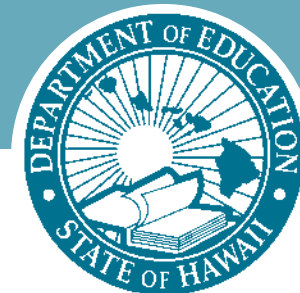
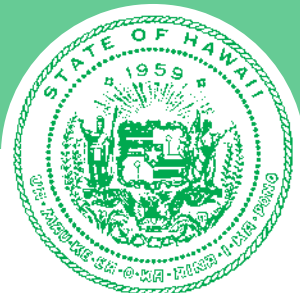
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MESSAGE *from the* INTERIM SUPERINTENDENT

Dear Educational Partners,

Welcome to the **Superintendent's 20th Annual Report**. Under the focused leadership and guidance of former Superintendent Patricia Hamamoto, the Department of Education is proud to present this comprehensive overview of Hawaii public schools for school year 2008-09. This Report contains essential progress indicators and measures and strives to display the highlights and comparisons of core data in a concise and user-friendly format.

This year's report re-focuses our efforts to continuously improve all aspects of our system. New indicators were added, in addition to updates to tables and figures that annually provide trend and baseline information. Other charts display information that offer a wide array of data on vital areas of interest to both the public and to schools.

This Report is but one tool in our endeavor to provide public accountability and to continuously improve instruction and educational programs. To this end we will depend on practical and rigorous analyses of student and school performance as we build and strengthen Hawaii's public education system, striving to advance student achievement and excellence in our schools.

As a graduate of Hawaii's public schools, I am grateful for the many dedicated individuals who generously devote their time and personal resources to nurture our students' academic prowess and overall well-being, in preparation for whatever the future holds for them. These are trying times, but I truly look forward to the challenges and opportunities ahead in our mutual quest to build the highest quality public educational system for Hawaii.

Very truly yours,



KATHRYN S. MATAYOSHI
Interim Superintendent of Education



**2009**SUPERINTENDENT'S *20th Annual Report*

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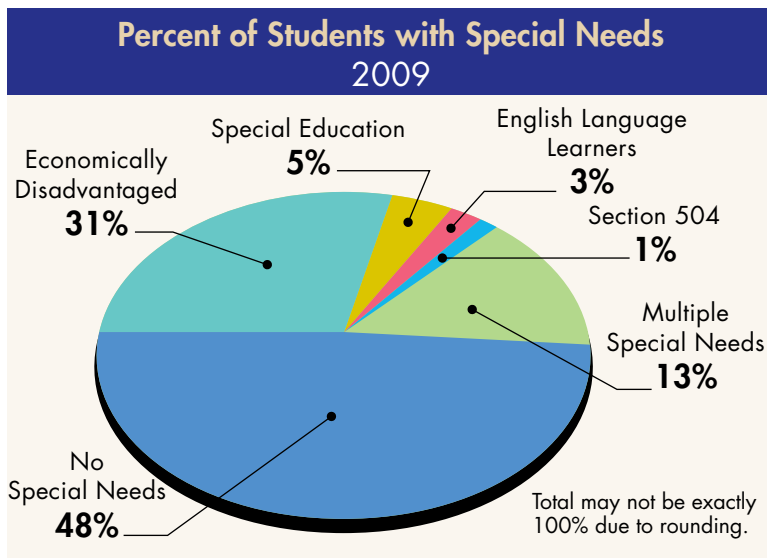
AT-A-GLANCE

Official Fall Enrollment Grades K to 12, Public and Private Schools			
SY	2006-07	2007-08	2008-09
Public Schools	179,234 83.5%	178,369 83.2%	177,871 83.3%
Private Schools	35,407 16.5%	36,128 16.8%	35,715 16.7%
Total	214,641	214,497	213,586

Sources: Fall enrollment count, Hawaii State Department of Education;
Hawaii Association of Independent Schools.

Hawaii State School Readiness Assessment			
Statewide	2006-07	2007-08	2008-09
Kindergarteners who attended preschool	61%	60%	61%
Kindergarten teachers with Early Childhood Endorsement Certificates	21%	20%	19%

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.



Source: Hawaii State Department of Education, System Evaluation & Reporting Section.
Composite of selected annual enrollment rosters, unduplicated count.

Educators Teacher Characteristics			
	2007	2008	2009
Fully Licensed	86%	88%	90%
Advanced Degree	29%	30%	31%
5+ Yrs at the Same School	52%	53%	55%

Note. These figures do not include teachers at charter schools.

Source: Hawaii State Department of Education, Office of Human Resources.
Based on head counts.

STUDENTS AND SCHOOLS

Enrollment Trends

Since public school enrollment peaked in 1997-98 (N=189,281), the total number of students has declined to 177,871 in 2008-09. This trend parallels an overall drop in the State's population demographics for school-age children. Enrollment in private schools has been slowly rising over the last five years to represent almost 17% of the State's students. Not since the late 1980's has private school enrollment reached a high of 17% of the State's total student enrollment.

Hawaii State School Readiness Assessment

The HSSRA is a collaborative project between the Hawaii Department of Education and Good Beginnings Alliance. The HSSRA survey annually looks at schools' readiness for incoming kindergarteners and students' readiness for school. The HSSRA results can be a vital resource to improve services to our children. The P-3 Demonstration Projects (a part of the Hawaii P-20 Partnerships for Education) in the Farrington, Nanakuli, and Waianae Complexes is an initiative which uses the HSSRA results in its pursuit to increase children's experiences in quality early learning programs, and also provides early childhood and elementary educators with quality professional development opportunities.

Special Needs

Student populations with special needs have constituted the majority of those enrolled in Hawaii public schools since 1996. In 2009, there were approximately 52% of students with special needs. The responsibility and cost of educating special needs students are challenges faced in Hawaii and nationally, particularly since "closing the achievement gap" among students has become a federal accountability goal.

Educators

Teacher licensure and advanced degrees, along with teachers staying five or more years at the same school, have seen gradual but consistent increases over the past three years. This trend is a positive sign of improvements in overall teacher quality and staffing stability within schools.

AT-A-GLANCE

RESOURCE SUPPORT

Funding Support

Hawaii's public education system, unlike the other 49 states, receives its funding predominantly from State and federal sources. Hawaii is the only state not dependent on local property taxes as a major source of revenue. As a result, it is one of the most equitable school finance systems in the nation.

PROGRESS AND OUTCOMES

Safety & Well-Being

Safe and supportive educational environments promote student success. Student and teacher self-reported perceptions of campus safety and well-being are collected by the Department's School Quality Survey (SQS). The percent of positive responses of students and teachers on the SQS in the safety and well-being dimension have remained consistent. Beginning in 2008, the SQS doubled the number of respondents previously included, and changed the survey administration schedule from every other year to yearly.

Hawaii State Assessment

The Hawaii State Assessment (HSA) program includes two general types of assessments to measure student performance. Standards-based assessments, on one hand, measure how well Hawaii's students have learned knowledge and skills as specified in the Department's content and performance standards. These assessments contain multiple choice items as well as items that require students to explain their answers. In contrast, norm-referenced tests are designed to measure how Hawaii's students have not only learned a subject area, but how they compare in performance to others, relative to a national norm group in which 77% score average or above. These tests typically contain multiple choice items only.

In 2007, a new standards-based assessment aligned with the newly implemented Hawaii Content and Performance Standards (HCPS III) was administered. Also in 2007, the TerraNova replaced the long-standing Stanford Achievement Test as the norm-referenced test. The 2009 test results provide a three-year trend comparison for both the standards-based and norm-referenced outcomes. Standards-based outcomes for both reading and mathematics from 2007 to 2009 reveal steady and consistent improvement. Norm-referenced outcomes are stable throughout the three-year period.

Funding by Source and Year
(in millions)

	2007	2008	2009
Appropriated Funds			
STATE			
General	\$ 2,029	\$ 2,154	\$2,246
Special	45	58	69
Trust	17	18	23
FEDERAL	352	311	393

Source: Hawaii State Department of Education, Office of Fiscal Services.

Safety and Well-Being of Students

	2007	2008	2009
Students Not Suspended*	94%	95%	95%
Perceptions of safety & well-being			
Students**	52%	54%	55%
Teachers**	78%	76%	78%
*Does not include charter schools			
**Percent reporting positively on School Quality Survey			

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

Hawaii State Assessment 2008 & 2009
Grades 3 to 8, and 10

STANDARDS-BASED	2007	2008	2009
(Hawaii Content & Performance Standards)			
Percent Proficient and Exceeds Proficiency			
Reading	60%	62%	65%
Mathematics	38%	43%	44%
NORM-REFERENCED	2007	2008	2009
(TerraNova)			
Percent Average and Above Average			
Reading	76%	76%	76%
Mathematics	75%	75%	75%

Source: Hawaii State Department of Education, Student Assessment Section.

AT-A-GLANCE

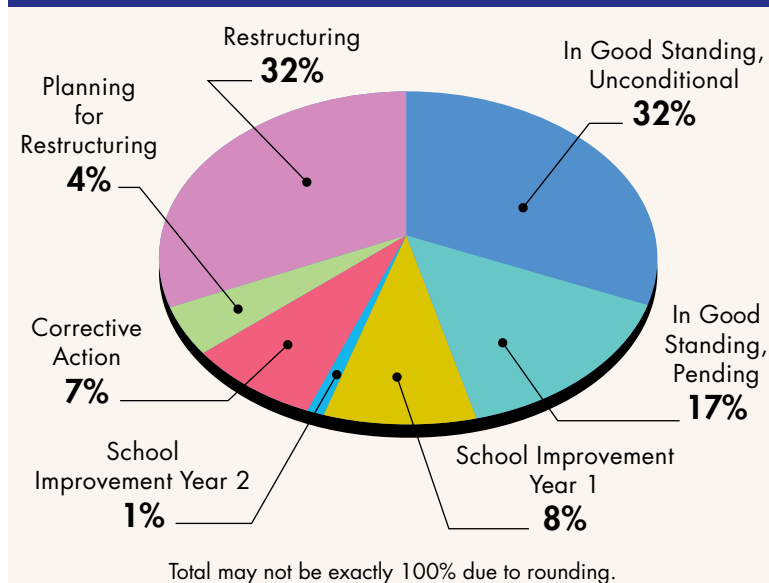
No Child Left Behind 2007, 2008 & 2009

<i>Adequate Yearly Progress</i>	2007	2008	2009
Percent schools met AYP	65%	42%	36%
<i>Sanctions*</i>	2008	2009	2010
Percent In Good Standing	43%	56%	48%
Number Exiting Sanctions	12	29	2

*AYP results determine sanctions for the following year.

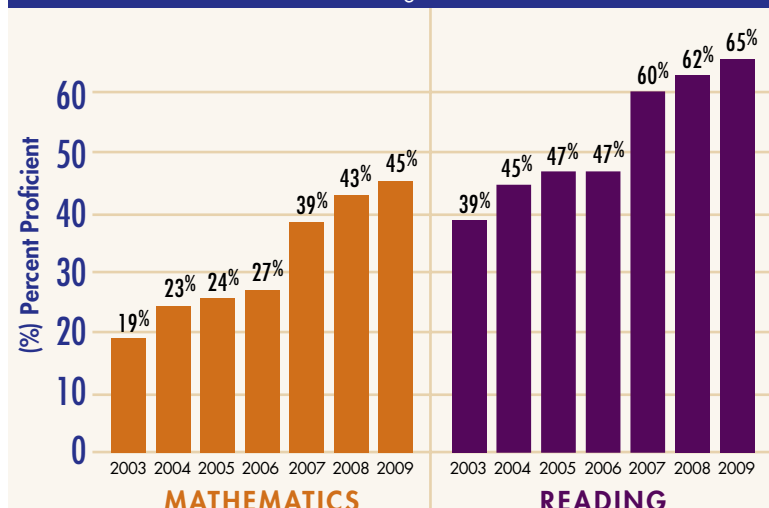
Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

NCLB Sanction Status 2010



Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

Percent Proficient AYP Mathematics and Reading State Summary School Years Ending 2003 to 2009



Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

No Child Left Behind (NCLB)

The percentage of schools meeting Adequate Yearly Progress (AYP) has steadily decreased between 2007 and 2009. The 23 percentage point decrease from 2007 to 2008 is primarily due to increases in the Annual Measurable Objectives (AMO) in 2008 for reading, mathematics, and graduation/retention. Although nearly one-half of schools are in "Good Standing," only Waiahole Elementary and Kailua Intermediate schools exited sanction for 2010. This low number of schools exiting sanctions speaks to the challenge of having to meet AYP two years in a row in light of increasing AMO targets that will require 100% student proficiency by the year 2014.

Adequate Yearly Progress (AYP)

Each year since 2003, the percent of students scoring proficient or above has increased continually in both reading and math, despite increases in Annual Measurable Objectives that are used to calculate AYP. In 2007, a revised set of Hawaii Content and Performance Standards (HCPS III) was established, and a new series of assessment instruments, developed to reflect the revised standards, was implemented. The relatively large gain in the number of students who scored proficient and better between 2006 and 2007 may be due to a number of factors, one of which is the concomitant change in standards and assessment; but there is evidence that this difference may also be a reflection of true improvement in student learning, as demonstrated by consistent yearly gains since 2007 as well. Also, the reputable, independent, National Assessment of Educational Progress, or NAEP, as it is more commonly known, is widely considered to be a model assessment program. Since 2005, Hawaii has increased NAEP achievement scores for mathematics and reading for each of the grades tested by NAEP.

Note. State totals include proficiency scores of all students enrolled in one or more schools within the DOE system for at least a full academic year.

AT-A-GLANCE

Graduation & Dropouts

Each year a cohort of first-time 9th graders are tracked to their fourth year in the public school system. About 80% of each cohort, over the last 3 years, have graduated on-time. During this time there has been a moderate yet steady decrease in the dropout rate. The remaining students are either continuing or have completed school with a special education certificate of program completion.

Four-Year Graduation & Dropout Rates

	2006-07	2007-08	2008-09
Graduation	78.9%	79.9%	79.9%
Dropouts	16.5%	16.0%	15.6%

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

High School Diplomas

For the past three years, nearly a third of the senior class have earned the more challenging Board of Education Recognition Diploma, which requires additional credits and a minimum 3.0 grade point average.

High School Diplomas

	2006-07	2007-08	2008-09
BOE Diploma	31.5%	30.8%	31.7%
Regular Diploma	62.7%	63.2%	62.5%

Note: Totals do not sum to 100% because non-diploma (certificate) recipients make up the remainder of school completion statistics.

Source: Hawaii State Department of Education, Office of Information Technology Services.

Advanced Placement Program

Rigorous Advanced Placement (AP) courses provide additional challenges and opportunities for Hawaii students. After AP course completion, students may take College Board AP exams. Students achieving a score of 3 or higher on various exams can earn college credit based on their results.

Advanced Placement Program

Advanced Placement Results	2007	2008	2009
Number of students enrolled in AP courses¹:	2,725	3,064	3,252
Number of students who took AP exam²:	2,516	2,932	3,209
Number of exams taken²:	3,827	4,498	4,961
Number of AP exam results with a score of 3 or higher²:	1,782	1,934	2,072
Percent of exams passed²:	47%	43%	42%

Sources: ¹Hawaii State Department of Education, Information Resource Management Branch;
²College Board.

OUR COMMITMENT *to* EDUCATION



2009

SUPERINTENDENT'S *20th Annual Report*

OUR COMMITMENT *to* EDUCATION

OUR STRATEGIC GOALS 2008-2011

Improve student achievement through standards-based education

Standards-based education is the critical planning, delivery, and monitoring of academic programs. These programs have clearly defined content and performance standards that provide the basis for instruction and assessment. Standards identify what is important for students to learn and be able to do.

Provide comprehensive support for all students

Comprehensive support for all students requires the Department to develop programs and activities that address students' academic and personal needs so that they can succeed in school. These programs help to foster their sense of belonging; mentor them through close adult contact; and create partnerships between parents, families, and the schools.

Successful schools create an environment that helps students develop a sense of commitment to the school community. Teachers who foster a sense of school membership attend to students' social and personal development as well as their intellectual growth.

Continuously improve our performance and quality

Continuously improving performance and quality has three goals. The first is our ongoing effort to improve student performance by ensuring that instruction in our schools is rigorous and relevant. The second is improving the quality of our schools by ensuring that we hire qualified teachers and administrators and help them to be effective leaders. The third is improving the quality of our educational system by developing clear communication with all stakeholder groups so that they know what we do and why we do it.

TEN-YEAR STRATEGIC PLAN

By 2018, we envision ...

1. Standards are the foundation of our system.
2. All students and staff demonstrate the six General Learner Outcomes.
3. All students are educated to be responsible and productive citizens.
4. All graduates personify the "Vision of the Public School Graduate."
5. All schools are fully staffed with highly qualified and highly effective educators.
6. Parents and community members actively participate in developing and supporting their schools.
7. Schools are flexible, customized, and inclusive learning environments.
8. Employees work in a safe and productive environment.
9. Accountability is a standard operating procedure.





OUR COMMITMENT *to* EDUCATION

ANNUAL UPDATE OF DATA FOR THE STRATEGIC PLAN BENCHMARKS

The Department's Strategic Plan for 2008-11 was based on results from school year 2006-07 and prior. Even though the first target measures were set for school year 2008-09, the Department has monitored its progress toward each of those indicators from school year 2007-08.

The following table contains the 2008-2011 Strategic Plan goals, objectives, and measures. The available results for 2008-09 are provided; however, some results are still pending or not available (na). The colors indicate whether the results are moving towards the target, have met, or did not exceed the original baseline figures (see legend below). Also included are new indicators for which results will be available in 2009-10.

Color Key Legend*

	Result did not exceed baseline.
	Result indicates movement from the baseline towards the target.
	Result met or exceeded the target.
	Targets for current and future years.

*Color Key definitions revised from previous year.

GOAL 1: Improve Student Achievement Through Standards-Based Education

OBJECTIVE 1.1.

		BASELINE 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
1. Increase the percent of elementary and secondary classrooms that are determined to be standards-based.							
	Elementary	81%	83%	89%	83%	85%	87%
	Secondary	66%	65%	66%	68%	70%	72%
2. Increase the number of first-time grade 9 students who are promoted to grade 10.		na	na	na ¹	na	89%	91%
3. Increase the number of students taking on-line learning courses.		500	978 ^{2a}	1,424	2,500	5,000	10,000
4. Decrease the percent of DOE completers who as first-year UH students are enrolled in remedial classes.							
	English	11% ^{2b}	12% ^{2b}	na	21%	18%	15%
	Mathematics	12% ^{2b}	14% ^{2b}	na	26%	23%	20%
5. Increase the percent of students graduating within four years with a high school diploma.		80%	80%	80%	82%	84%	86%
6. Increase the number of students who take AP courses.		2,725	3,064	3,252	2,825	2,925	3,025
7. Increase the number of students who take the AP exam.		2,516	2,932	3,209	2,616	2,716	2,816
8. Increase the number of AP exam results with a 3 or higher.		1,782	1,934	2,072	1,882	1,992	2,092
9. Increase the percent of elementary and secondary classrooms that are determined to incorporate rigor and relevance.		na	na	na	na	baseline	TBD

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OUR COMMITMENT to EDUCATION

	BASELINE 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
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OBJECTIVE 1.2.

1. Increase the percent of students attaining proficiency on statewide assessments in:

Reading	60%	62%	65%	64%	68%	72%
Mathematics	38%	42%	44%	44%	50%	55%
Science	na	38%	37%	44%	50%	55%

2. Increase the percent of students who are proficient in reading by the end of third grade.

61%	61%	62%	65%	68%	72%
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3. Increase the percent of students in each subgroup (Disadvantaged, Special Education [SPED], Limited English Proficient [LEP], White, Black, Asian, Pacific Islander, Native American, and Hispanic) who are proficient on the statewide assessments in:

Disadvantaged	Reading	47%	49%	53%	52%	57%	62%
	Mathematics	27%	31%	33%	32%	37%	42%
	Science	na	26% ³	25%	31%	36%	41%
SPED	Reading	13%	14%	16%	18%	23%	28%
	Mathematics	6%	7%	6%	11%	16%	21%
	Science	na	7% ³	7%	12%	17%	22%
LEP	Reading	23%	28%	30%	28%	33%	38%
	Mathematics	17%	21%	20%	22%	27%	32%
	Science	na	9% ³	11%	14%	19%	24%
White	Reading	73%	75%	77%	78%	83%	88%
	Mathematics	47%	52%	54%	52%	57%	62%
	Science	na	55% ³	53%	60%	65%	70%
Black	Reading	61%	63%	66%	66%	71%	76%
	Mathematics	30%	37%	37%	35%	40%	45%
	Science	na	35% ³	35%	40%	45%	50%
Asian	Reading	64%	69%	69%	69%	74%	79%
	Mathematics	45%	52%	50%	50%	55%	60%
	Science	na	44% ³	42%	49%	54%	59%
Pacific Islander	Reading	48%	50%	54%	53%	58%	63%
	Mathematics	25%	30%	31%	30%	35%	40%
	Science	na	23% ³	24%	28%	33%	38%
Native American	Reading	61%	63%	63%	66%	71%	76%
	Mathematics	31%	38%	38%	36%	41%	46%
	Science	na	38% ³	38%	43%	48%	53%
Hispanic	Reading	55%	57%	61%	60%	65%	70%
	Mathematics	30%	34%	36%	35%	40%	45%
	Science	na	32% ³	32%	37%	42%	47%

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OUR COMMITMENT *to* EDUCATION

4. Increase the percent of students who have moved to a higher proficiency level on the statewide assessments in:		BASELINE 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
Disadvantaged	Reading	23%	23%	25%	28%	33%	38%
	Mathematics	21%	19%	19%	26%	31%	36%
	Science	na	na	26% ³	26%	31%	36%
SPED	Reading	13%	17%	15%	18%	23%	28%
	Mathematics	9%	10%	8%	14%	19%	24%
	Science	na	na	7% ³	7%	12%	17%
LEP	Reading	19%	23%	25%	24%	29%	34%
	Mathematics	19%	18%	18%	24%	29%	34%
	Science	na	na	11% ³	11%	16%	21%
White	Reading	32%	22%	25%	37%	42%	47%
	Mathematics	31%	20%	21%	36%	41%	46%
	Science	na	na	53% ³	53%	58%	63%
Black	Reading	29%	24%	24%	34%	39%	44%
	Mathematics	23%	21%	21%	28%	33%	38%
	Science	na	na	35% ³	35%	40%	45%
Asian	Reading	30%	23%	27%	35%	40%	45%
	Mathematics	31%	20%	21%	36%	41%	46%
	Science	na	na	42% ³	42%	47%	52%
Pacific Islander	Reading	22%	22%	25%	27%	32%	37%
	Mathematics	19%	19%	18%	24%	29%	34%
	Science	na	na	24% ³	24%	28%	33%
Native American	Reading	24%	23%	19%	29%	34%	39%
	Mathematics	23%	22%	16%	28%	33%	38%
	Science	na	na	38% ³	38%	43%	48%
Hispanic	Reading	25%	24%	24%	30%	35%	40%
	Mathematics	22%	18%	21%	27%	32%	37%
	Science	na	na	32% ³	32%	37%	42%
5. Increase the percent of limited English proficient students who become proficient in the English language.		(2005-06)					
		20%	9%	14%	22%	24%	27%
OBJECTIVE 1.3.							
1. Increase the percent/number of elementary students receiving a “usually” or “consistently” rating on all general learner outcomes at the end of the school year.		52%	53%	56%	56%	60%	64%
OBJECTIVE 1.4.							
1. Increase the number of schools that report service activities during the school year.		209	234	218	225	250	255
2. Increase the percent of elementary students receiving a “usually” or “consistently” rating on GLO #2: Community Contributor.		19%	62%	64%	24%	29%	34%

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OUR COMMITMENT to EDUCATION

GOAL 2: Provide Comprehensive Support for All Students

OBJECTIVE 2.1.

		BASELINE 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
1. Increase the percent of students who are not suspended from school by school type (elementary, middle/intermediate, high).	(2004-05)						
	Elementary	99%	99%	99%	99%	99%	99%
	Middle/Intermediate	89%	89%	88%	90%	91%	92%
	High	91%	91%	91%	92%	93%	94%
2. Increase the percent of students reporting that they feel safe at their school by school type (elementary, middle/intermediate, high).	(2004-05)						
	Elementary	83%	75%	75%	85%	87%	89%
	Middle/Intermediate	70%	54%	55%	72%	74%	76%
	High	75%	47%	48%	77%	79%	81%
3. Increase the percent of students by school type (elementary, middle/intermediate, high) reporting that most of the students in their school are well-behaved.	(2004-05)						
	Elementary	38%	49%	50%	42%	46%	50%
	Middle/Intermediate	18%	23%	24%	22%	26%	30%
	High	20%	21%	20%	24%	28%	32%
4. Increase the percent of students reporting they have a significant adult connection with someone on campus.							
	Elementary	na	74% ³	74%	77%	80%	83%
	Middle/Intermediate	na	54% ³	55%	57%	60%	63%
	High	na	48% ³	48%	52%	55%	58%
5. Increase the percent of schools with well-established home/preschool to kindergarten transition programs.		29%	34%	26%	33%	37%	41%
6. Increase student daily attendance.							
	Elementary	94%	94%	95%	95%	95%	95%
	Secondary	92%	92%	91%	95%	95%	95%
7. Increase the number of school lunches and breakfasts served to students during the year.							
	Lunch	19,378,879	18,529,459	20,324,708	19,378,879	19,766,456	20,161,785
	Breakfast	6,127,993	6,414,018	6,641,337	6,127,993	6,250,552	6,375,563
8. Increase the percent of schools that meet student performance indicators for learner engagement.		na	na	na	na	baseline	TBD
9. Increase the percent of schools that meet student performance indicators for personal skill development.		na	na	na	na	baseline	TBD
10. Increase the percent of schools that meet student performance indicators for stretch learning.		na	na	na	na	baseline	TBD

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OUR COMMITMENT *to* EDUCATION

	BASELINE 2006-07	ACTUAL 2007-08	ACTUAL 2008-09	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
OBJECTIVE 2.2.						
1. Increase the percent of parents who respond positively that they participate in important decisions about their children's education (for example, year-round school, discipline, homework).	(2004-05) 66%	65%	na ⁴	70%	74%	78%
2. Increase the percent of teachers who respond positively that a majority of their students' parents/guardians participate in important decisions about their children's education.	na	38%	41%	42%	46%	50%
3. Increase the percent of parents reporting satisfaction with their school.	(2005-06)					
Elementary	71%	71%	na ⁴	75%	79%	83%
Middle/Intermediate	56%	60%	na ⁴	60%	64%	68%
High	53%	53%	na ⁴	57%	61%	65%
Total	67%	66%	na ⁴	71%	75%	79%
4. Increase the percent of parents who report that they have opportunities to get involved at school (for example, volunteer activities, tutoring, chaperoning events).	(2004-05) 70%	73%	na ⁴	74%	78%	82%

GOAL 3: Continuously Improve Performance and Quality

OBJECTIVE 3.1.						
1. Increase the number of 10th and 11th grade students who take the PSAT.	8,131	11,004	12,315	8,531	8,931	9,331
2. Maintain the number of schools that increased the proportion of their proficient students by five percentage points from the prior school year by school level in:						
Reading	226	77	91	226	226	226
Mathematics	240	111	65	240	240	240
Science	na	na	70 ³	70	70	70
3. Increase the number of National Board Certified Teachers.	125	162 ^{2c}	203	135	145	155
4. Increase the percent of teachers who have been in the same school for five or more years.	(2005-06) 52%	53%	55%	54%	56%	58%
5. Increase the percent of fully licensed teachers teaching in low performing schools.	83%	84%	89%	100%	100%	100%
6. Increase the percent of principals who have been in the same school for five or more years.	(2005-06) 38%	55%	55%	40%	42%	44%

(continued on following page)

OUR COMMITMENT to EDUCATION

7. Increase the percent of teachers and instructional support staff reporting satisfaction with their school.	BASELINE 2006-07 (2004-05)	ACTUAL 2007-08	ACTUAL 2008-09	TARGET 2008-09	TARGET 2009-10	TARGET 2010-11
Elementary	66%	63%	74%	70%	74%	78%
Middle/Intermediate	56%	68%	69%	60%	64%	68%
High	56%	59%	61%	60%	64%	68%
Multi-level	55%	49%	64%	59%	63%	67%
Teachers Total	61%	71%	75%	65%	69%	73%
Instructional Support Staff Total	na	78% ³	79%	80%	82%	84%
8. Maintain the percent of high schools that actively participate in high school redesign through the Hawaii High School Leadership Compact.	na	na	na	na	baseline	TBD
9. Increase the percent of teachers that have been trained in rigor and relevance.	na	na	na	na	baseline	TBD
10. Increase the number of teachers that develop and publish exemplary learning modules.	na	na	na	na	baseline	TBD
11. Increase the number of “high performing complexes” in the Department of Education.	na	na	na	na	baseline	TBD
OBJECTIVE 3.2.						
1. Increase the percent of classes taught by highly qualified teachers.						
Elementary	87%	91%	89%	100%	100%	100%
Secondary	54%	63%	62%	100%	100%	100%
2. Increase the average number of instructional days that teachers are present in the classroom.	173	173	175	174	175	176
3. Increase the percent of schools making Adequate Yearly Progress (AYP) each year.	60%	42%	36%	62%	64%	66%
4. Increase the percent of teachers remaining in the profession within their first five years.	48%	44%	44%	49%	50%	51%
5. Increase the percent of kindergarten teachers with an Early Childhood Endorsement.	21%	20%	19%	25%	29%	33%
6. Increase the percent of Hawaii residents who believe their neighborhood public schools are improving.	na	27%	na ⁵	33%	38%	43%
7. Increase the percent of longitudinal identifications and match rates on students within and returning to DOE.	(2004-06)					
	85%	90% ^{2d}	90%	87%	89%	91%

¹ Results will be available in 2009-10.

^{2a} Revised from previous reports to reflect updated figures. Source: Office of Curriculum, Instruction and Student Support.

^{2b} Revised from previous reports to reflect updated figures. Source: University of Hawaii, Institutional Research Office.

^{2c} Revised from previous reports to reflect updated figures. Source: Hawaii Teacher Standards Board.

^{2d} Revised from previous reports to reflect updated figures. Source: Student Assessment Section.

³ Figure represents baseline.

⁴ Results are not available for the 2009 parent portion of this survey.

⁵ Data not available due to fiscal restraints and the resulting temporary suspension of the Hawaii Public Education Poll (HPEP).



SUPERINTENDENT'S 20th Annual Report

PROFILES *and* TRENDS

STATE SUMMARY BACKGROUND

For the following tables in the Profiles and Trends section, an “na” stands for “not applicable” or “not reportable,” while a “-” stands for “missing or unavailable data.”

Due to rounding of percentages, there may be slight differences between published reports. (For example, 9.6% may be reported as 10% for the same measure in different reports.)

SCHOOLS	2007		2008		2009	
Total	286	100%	287	100%	289	100%
Elementary	169	59%	169	59%	168	58%
Middle/Intermediate	36	13%	37	13%	37	13%
High	33	12%	33	11%	33	11%
Multi-level	18	6%	17	6%	18	6%
Charter	27	9%	28	10%	31	11%
Special	3	1%	3	1%	2	1%
Complex Areas	15		15		15	

STUDENTS	2007		2008		2009	
Official Enrollment Count						
Total	179,234	100%	178,369	100%	177,871	100%
K-6	97,383	54%	97,272	55%	98,180	55%
7-8	27,052	15%	26,669	15%	26,036	15%
9-12	54,799	31%	54,428	31%	53,655	30%
Totals may not be exactly 100% due to rounding.						
Special Education (SPED)*	19,030	11%	18,650	10%	18,108	10%
English Language Learner (ELL)	16,132	9%	17,659	10%	19,504	11%
Economically Disadvantaged	71,037	40%	69,091	39%	74,902	42%

*Excludes Speech only and Hearing-Impaired only categories.

STAFF (Full Time Equivalents)	2006 - 07	2007 - 08	2008 - 09
Classroom Teachers	11,270.3	11,395.8	11,294.2
Librarians	271.5	257.5	248.5
Counselors	669.5	659.5	659.5
Administrators			
School	531.0	544.0	519.0
State & Complex Area	214.5	228.5	227.5
Other Support Staff	8,102.6	8,566.3	8,654.3
Total	21,059.4	21,651.6	21,603.0

Source: NCES CCD Agency Report Submitted. IRM CCD coordinator.

STATE DEMOGRAPHICS	2000 Census		2007 Est		2008 Est	
Population	1,211,537	100%	1,283,388	100%	1,288,198	100%
Under 5 yrs	78,163		87,727		85,757	
5-9	84,980		73,564		75,115	
10-14	83,106		75,097		74,840	
15-19	81,002		83,026		82,570	
Median Age, in years	36.2		38.1		38.3	
Households						
Total	403,240	100%	439,685	100%	437,105	100%
Families	287,068		306,623		303,344	
Avg. Family Size	3.4		3.9		3.4	
Income						
Median Family Income	\$65,027*		\$73,879		\$78,659	
Per Capita Income	\$24,513*		\$28,287		\$29,386	
Poverty, Families in	7.7%		5.4%		6.0%	
Educational Attainment						
Percent high school or higher	84.6%		89.4%		90.3%	
Percent 4-yr degree or higher	26.2%		29.2%		29.1%	

Source: U.S. Census Bureau.

*2004 inflation-adjusted dollars.

PROFILES *and* TRENDS

STATE SCHOOL BUDGET		2007	2008	2009
APPROPRIATED FUNDS (millions)				
State				
General		2,028.6	\$2,154.3	\$2,246.0
Special		45.1	58.2	68.5
Trust		16.7	18.4	23.4
Federal		351.9	310.7	392.8
Total		\$2,442.3	\$2,541.6	\$2,730.7
EXPENDITURES (millions)				
State				
General		\$1,985.0	\$2,113.3	\$2,231.2
Special		36.6	32.3	39.8
Trust		5.3	5.5	7.7
Federal		249.4	225.1	209.3
Total		\$2,276.3	\$2,376.2	\$2,488.0

Source: Hawaii State Department of Education, Office of Fiscal Services.

SCHOOL FINANCE: National Perspective	2004	2005	2006
Key Finance Indicators			
Per pupil expenditures	\$8,533	\$8,997	\$9,876
Percent State & local expenditures for public education (per capita)	19.3%	18.5%	19.7%
National Rank	49th	50th	47th

Sources: U.S. Census Bureau; National Center for Education Statistics.

STATE SUMMARY RESOURCE SUPPORT

State School Budget

Funding and expenditures for Hawaii public education have increased over the past three years primarily due to: higher fixed costs including debt service and fringe benefits; higher payroll costs; the transfer of repair and maintenance from another state agency; and, the federal No Child Left Behind Act requirements.

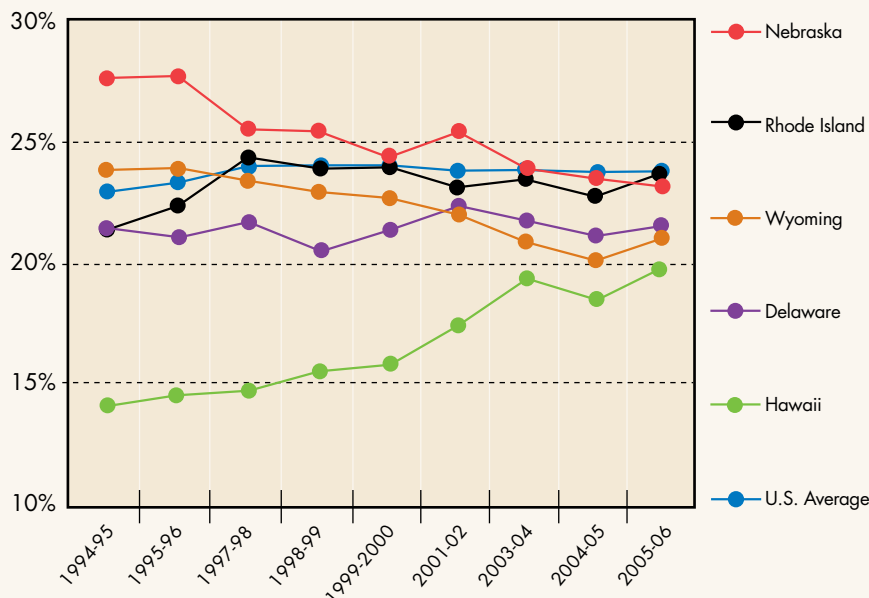
School Finance

The School Finance: National Perspective table provides statistics that compare Hawaii with other states using the most current figures available. From 2004 thru 2006, Hawaii ranked at or near the bottom in the proportion it spends on education.

Percent Expenditures

Over a 12-year period (1995 - 2006), Hawaii has made gains in its resource commitment to public education, moving from 14% of public expenditures in 1995 to 20% in 2006. The U.S. average remained stable at about 23-24% during the same period. Given its resources, Hawaii still spends less on education than the national average. In 2006, Hawaii ranked 47th in the percent of state and local expenditures for public education in the nation.

Percent of State and Local Expenditures Supporting Public Education, by Year & Comparison States



Source: National Center for Education Statistics, 2008 Digest. The most current comparative figures are for 2006.

PROFILES *and* TRENDS

STATE SUMMARY PROGRESS AND OUTCOMES

National Assessment of Educational Progress

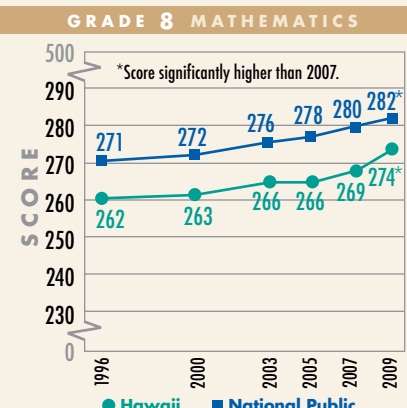
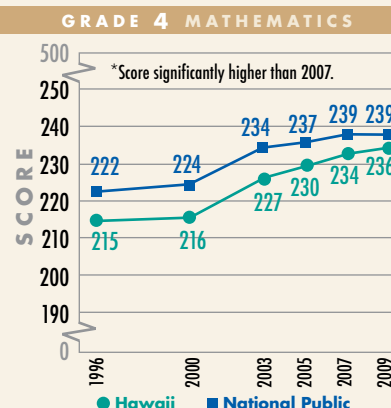
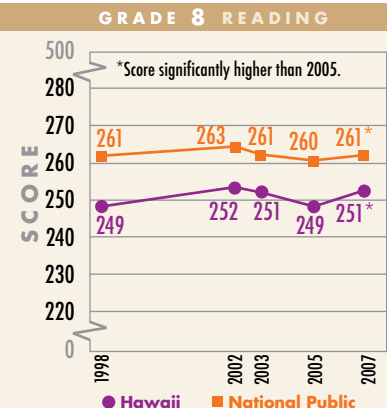
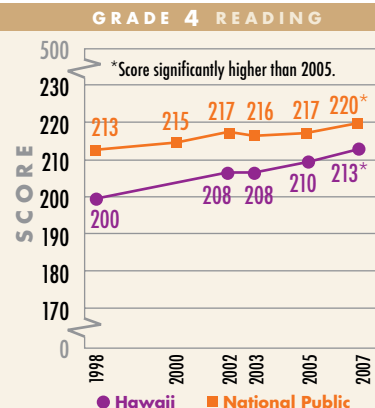
The NAEP is a national assessment of grade 4 and 8 students that serves as a comparison of a state's achievement against other states and the nation as a whole. All states participate in the NAEP. Hawaii's grade 4 and 8 students have made steady gains with the exception of grade 8 reading. The four achievement levels of NAEP are Advanced, Proficient, Basic, and Below Basic. According to NAEP, students achieving Proficient reflect solid academic performance, and have "...demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter." It is important to note that some of the subject matter associated with Proficient is above the grade level of the student. NAEP Basic denotes, "...partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade." Since 2003, the majority of Hawaii's grade 4 and 8 students (53% - 77%) have achieved at or above NAEP Basic for reading and math.

PROGRESS & COMPLETION	2007	2008	2009
Attendance Rates			
Elementary	94.4%	94.4%	94.5%
Middle/Intermediate	94.0%	93.9%	93.9%
High	91.2%	90.4%	89.9%
Multi-level	90.4%	89.6%	90.8%
Charter	93.8%	93.0%	93.6%
Retention Rates			
Elementary	1%	1%	<0.5%
Middle/Intermediate	2%	1%	1%
Graduate Rate (on-time) Grades 9 through 12	78.9%	79.9%	79.9%
Dropout Rate Grades 9 through 12	16.5%	16.0%	15.6%

EDUCATIONAL ASSESSMENT									
NATIONAL ASSESSMENT of EDUCATIONAL PROGRESS (NAEP)									
	2003		2005		2007		2009		
	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	Hawaii	Nation	(Percent Proficient and Advanced)
Reading									
Grade 4	21%	30%	23%	30%	26%	32%	--	--	
Grade 8	22%	30%	18%	29%	20%	29%	--	--	
Mathematics									
Grade 4	23%	31%	27%	35%	33%	39%	37%	38%	
Grade 8	17%	27%	18%	29%	21%	31%	25%	33%	
Writing									
Grade 4	--	--	--	--	--	--	--	--	
Grade 8	--	--	--	--	20%	31%	--	--	
Science									
Grade 4	--	--	19%	27%	--	--	--	--	
Grade 8	--	--	15%	27%	--	--	--	--	

Note: 2007 reading and mathematics figures for Hawaii and the nation were revised from earlier reports.

Source: Hawaii State Department of Education, Student Assessment Section.



PROFILES *and* TRENDS

EDUCATIONAL ASSESSMENT			
HAWAII STATE ASSESSMENT	2007	2008	2009
STANDARDS-BASED (Hawaii Content & Performance Standards) (Percent Proficient and Exceeds Proficiency)			
Reading			
Grade 3	62%	62%	62%
Grade 4	54%	61%	62%
Grade 5	60%	57%	61%
Grade 6	55%	57%	65%
Grade 7	62%	64%	67%
Grade 8	60%	66%	68%
Grade 10	65%	67%	73%
Mathematics			
Grade 3	49%	53%	48%
Grade 4	48%	49%	50%
Grade 5	40%	44%	46%
Grade 6	39%	42%	44%
Grade 7	37%	40%	47%
Grade 8	26%	35%	39%
Grade 10	29%	34%	34%
NORM-REFERENCED (TerraNova) (Percent Average and Above Average)			
Reading			
Grade 3	74%	73%	74%
Grade 4	77%	77%	78%
Grade 5	78%	79%	74%
Grade 6	78%	77%	79%
Grade 7	71%	70%	71%
Grade 8	79%	80%	81%
Grade 10	78%	77%	78%
Mathematics			
Grade 3	75%	74%	75%
Grade 4	77%	76%	76%
Grade 5	77%	78%	77%
Grade 6	73%	73%	74%
Grade 7	74%	72%	72%
Grade 8	76%	76%	76%
Grade 10	75%	75%	75%

Source: Hawaii State Department of Education, Student Assessment Section.

STATE SUMMARY PROGRESS AND OUTCOMES

Hawaii State Assessment

For further details, see the Complex Summaries: Assessments, within the Profiles and Trends section.

STATE SUMMARY PROGRESS AND OUTCOMES

Educational Accountability

While the percent of “All Schools” meeting Adequate Yearly Progress (AYP) decreased between 2007 and 2009, both “Title I” and “Charter” schools reflected proportionally larger decreases. These lower rates of schools making AYP suggest Title I and Charter schools, in particular, are facing greater challenges associated with the 2008 increases in Annual Measureable Objectives (AMO).

EDUCATIONAL ACCOUNTABILITY							
No Child Left Behind (NCLB)		2007		2008		2009	
Adequate Yearly Progress (AYP)							
All Schools							
Met	184	65%	119	42%	101	36%	
Not Met	98	35%	164	58%	183	64%	
Title I							
Met	118	61%	65	36%	54	30%	
Not Met	75	39%	118	64%	126	70%	
Charters							
Met	18	67%	8	29%	8	29%	
Not Met	9	33%	20	71%	20	71%	
		2008		2009		2010	
Sanction Status							
All Schools							
No Sanctions							
In Good Standing, Unconditional	118	42%	113	40%	90	32%	
In Good Standing, Pending	2	1%	45	16%	47	17%	
Totals	120	43%	158	56%	137	48%	
Sanctions							
School Improvement Year 1	38	13%	2	1%	24	8%	
School Improvement Year 2	12	4%	20	7%	4	1%	
Corrective Action	19	7%	8	3%	19	7%	
Planning for Restructuring	45	16%	17	6%	10	4%	
Restructuring	48	17%	78	28%	90	32%	
Totals	162	57%	125	44%	147	52%	
Charter Schools							
No Sanctions							
In Good Standing, Unconditional	13	48%	8	29%	6	21%	
In Good Standing, Pending	2	7%	9	32%	4	14%	
Totals	15	56%	17	61%	10	36%	
Sanctions							
School Improvement Year 1	2	7%	2	7%	7	25%	
School Improvement Year 2	2	7%	1	4%	2	7%	
Corrective Action	5	19%	1	4%	1	4%	
Planning for Restructuring	2	7%	5	18%	3	11%	
Restructuring	1	4%	2	7%	5	18%	
Totals	12	44%	11	39%	18	64%	
Totals may not be exactly 100% due to rounding.							

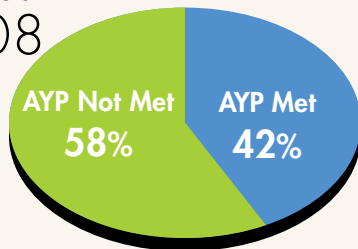
Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

PROFILES *and* TRENDS

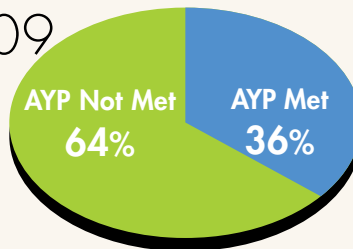
AYP Determinations, 2008 & 2009

All Schools

2008

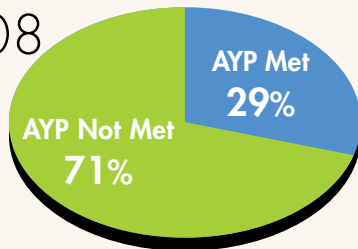


2009

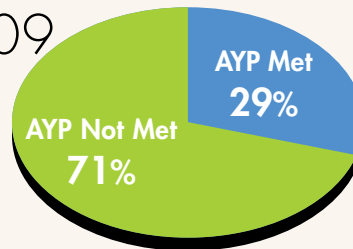


Charter Schools

2008



2009



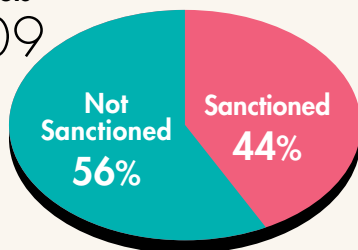
Totals may not be exactly 100% due to rounding.

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

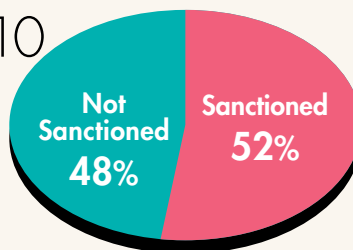
NCLB Sanctions, 2009 & 2010

All Schools

2009

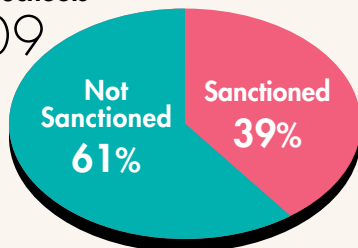


2010

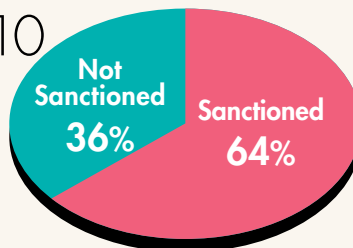


Charter Schools

2009



2010



Totals may not be exactly 100% due to rounding.

Source: Hawaii State Department of Education, System Evaluation & Reporting Section.

STATE SUMMARY PROGRESS AND OUTCOMES

Adequate Yearly Progress (AYP) Determinations and NCLB Sanctions

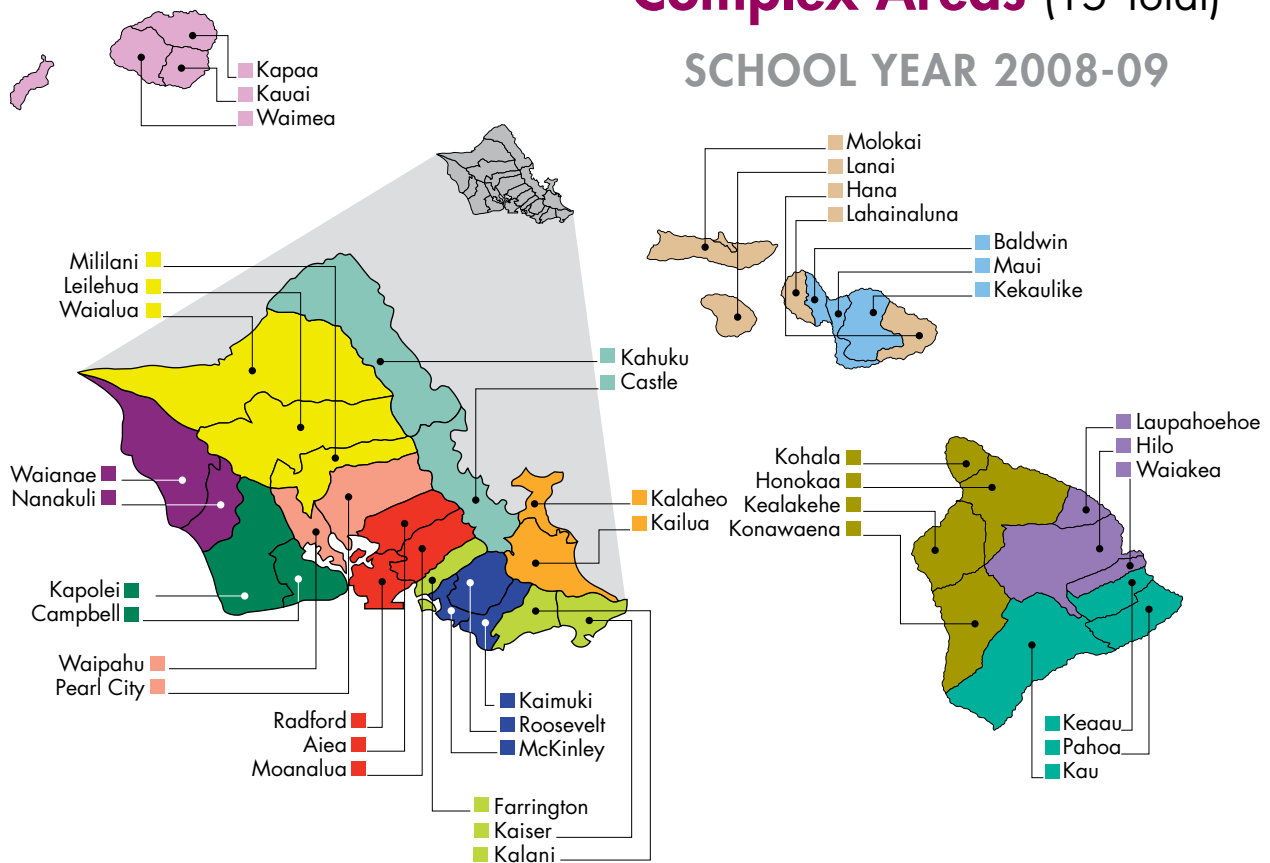
The increase in the Annual Measurable Objectives (AMO) in 2008 continue to impact All Schools in their ability to sustain increased levels of achievement over time. Although proportionately more Charter Schools have not made AYP, their rates remained stable between 2008 and 2009. Difficulties in meeting AYP are expected to continue as AMO targets rise to 100% in 2014.

The percentage of schools in sanction status crossed over the 50% mark for both All Schools and Charter Schools in 2010. Charter schools were impacted particularly hard with 39% in sanction in 2009 and increasing to 64% in 2010, compared to 44% to 52% for All Schools (See Figure to the left, *NCLB Sanctions, 2009 & 2010*).

PROFILES *and* TRENDS

Hawaii Public Education Complex Areas (15 Total)

SCHOOL YEAR 2008-09



Complex Area Names and Number of Schools in Each Area

Farrington/Kaiser/Kalani	(26)	Hilo/Laupahoehoe/Waiakea	(14)
Kaimuki/McKinley/Roosevelt	(29)	Kau/Keaau/Pahoa	(9)
Aiea/Moanalua/Radford	(22)	Honokaa/Kealahou/Kohala/Konawaena	(19)
Leilehua/Mililani/Waialua	(20)	Baldwin/Kekaulike/Maui	(19)
Campbell/Kapolei	(15)	Hana/Lahainaluna/Lanai/Molokai	(12)
Nanakuli/Waianae	(9)	Kapaa/Kauai/Waimea	(16)
Pearl City/Waipahu	(17)		
Castle/Kahuku	(16)		
Kailua/Kalaheo	(14)		

PROFILES *and* TRENDS

STUDENTS 2009		Complexes				
	Enrollment*	Attended Preschool	Economically Disadvantaged	Special Education**	ELL	Graduated On-time
State Overall	177,871	8,966 61%	74,902 42%	18,577 10%	19,504 11%	80%
HONOLULU: 2 Complex Areas / 6 Complexes						
Farrington	8,141	50%	66%	8%	29%	65%
Kaiser	3,498	90%	13%	9%	6%	94%
Kalani	3,885	92%	18%	9%	10%	92%
Kaimuki	4,844	61%	52%	10%	28%	70%
McKinley	4,566	60%	62%	10%	29%	78%
Roosevelt	6,065	84%	33%	8%	9%	87%
CENTRAL: 2 Complex Areas / 6 Complexes						
Aiea	4,309	64%	37%	11%	11%	88%
Moanalua	4,869	53%	22%	7%	9%	94%
Radford	5,969	54%	30%	10%	8%	88%
Leilehua	7,456	45%	49%	12%	9%	83%
Mililani	7,991	74%	15%	11%	3%	93%
Waialua	1,295	62%	50%	13%	9%	89%
LEEWARD: 3 Complex Areas / 6 Complexes						
Campbell	9,256	52%	40%	9%	9%	84%
Kapolei	6,253	55%	29%	10%	4%	87%
Nanakuli	2,400	33%	72%	17%	5%	61%
Waianae	5,619	46%	68%	14%	6%	64%
Pearl City	6,567	60%	29%	10%	6%	83%
Waipahu	8,479	46%	52%	9%	24%	79%
WINDWARD: 2 Complex Areas / 4 Complexes						
Castle	5,032	71%	39%	14%	3%	72%
Kahuku	3,567	64%	49%	10%	7%	87%
Kailua	3,019	74%	49%	14%	5%	78%
Kalaheo	3,717	70%	32%	12%	4%	89%
HAWAII: 3 Complex Areas / 10 Complexes						
Hilo	4,075	67%	55%	13%	7%	83%
Laupahoehoe	203	65%	60%	23%	13%	67%
Waiakea	3,791	77%	43%	10%	5%	86%
Kau	930	25%	71%	14%	23%	84%
Keaau	2,836	56%	71%	14%	10%	74%
Pahoa	1,806	70%	77%	15%	11%	84%
Honokaa	2,714	59%	46%	12%	10%	76%
Kealahou	4,851	61%	43%	9%	14%	86%
Kohala	860	67%	53%	19%	7%	89%
Konawaena	2,176	55%	50%	11%	15%	73%
MAUI: 2 Complex Areas / 7 Complexes						
Baldwin	4,040	61%	33%	10%	7%	87%
Kekaulike	4,213	68%	36%	11%	3%	83%
Maui	7,268	53%	39%	9%	18%	85%
Hana	334	77%	62%	16%	1%	79%
Lahainaluna	2,992	52%	32%	11%	24%	88%
Lanai	559	68%	23%	18%	11%	89%
Molokai	891	83%	69%	16%	5%	88%
KAUAI: 1 Complex Area / 3 Complexes						
Kapaa	3,054	67%	41%	11%	7%	84%
Kauai	3,873	64%	34%	8%	7%	85%
Waimea	2,437	58%	39%	8%	7%	85%
OTHER:						
Public Charter Schools	7,373	na	45%	8%	6%	77%
Hawaii Center for Deaf & Blind	68	na	84%	100%	41%	40%

*Official Fall enrollment count.

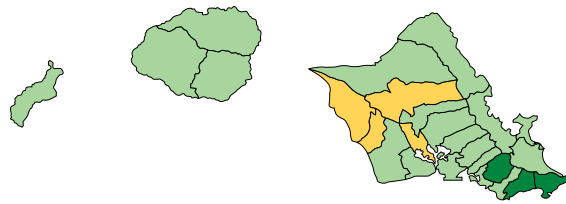
**Includes Speech only and Hearing-Impaired only categories.

COMPLEX SUMMARIES STUDENTS

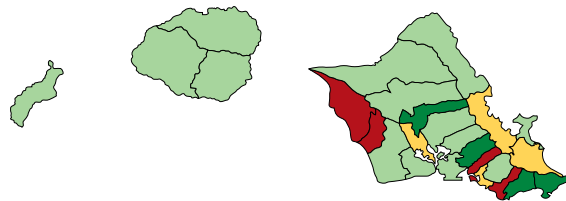
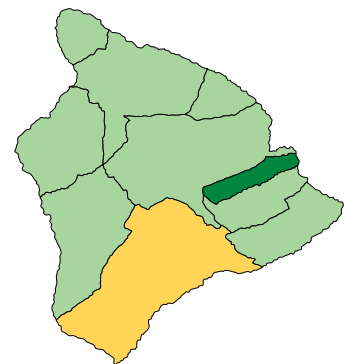
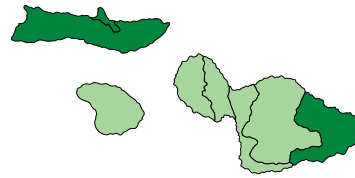
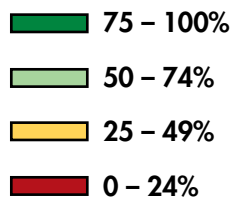
Student background characteristics such as preschool attendance, poverty, special education, and non-English or limited English speaking, help to illustrate the diverse makeup and related challenges faced by Complexes. For example, some Complexes have over 80 percent of their entering kindergarten students having attended preschool, while for other Complexes, less than one-half of their entering students have attended preschool. Complexes where at least 50 percent of students are economically disadvantaged have increased dramatically by 45% compared to 2008; and in the area of special education services, nearly three-fourths of the Complexes (31 of 42) serve double-digit percentage rates of students. Similarly, 16 Complexes have enrolled students with non-English or limited English proficiency constituting 10 percent or more of their total enrollment, 6 Complexes enroll more than 20 percent.

As with student background characteristics, graduation rates vary across Complexes. Some of these differences are substantial and speak to the ongoing challenges and range of special services schools provide to ensure all students succeed to their utmost potential.

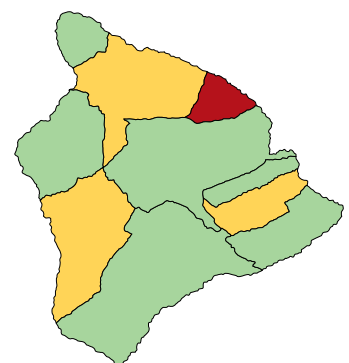
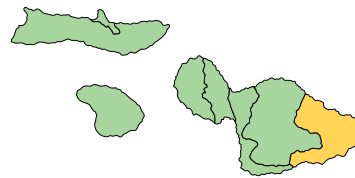
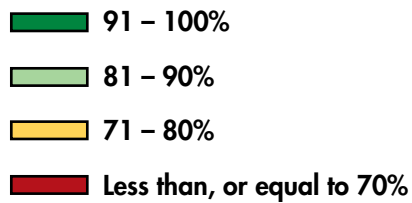
PROFILES *and* TRENDS



Percent of Kindergarteners
Who Attended Preschool,
SY 2009, By Complex



Percent of On-time
(Four year) Graduates,
SY 2009, By Complex



PROFILES *and* TRENDS

TEACHERS 2009		Complexes							
	Classroom Teachers (head count)	Fully Licensed Percent	07 vs 09*	5+ Years at Same School Percent	07 vs 09*	Advanced Degree	Average Years Experience	K teachers w/ Early Childhood Endorsement Percent	07 vs 09*
State Overall	11,488	87%		54%		31%	11.4	19%	
HONOLULU: 2 Complex Areas / 6 Complexes									
Farrington	530	93%		53%		32%	11.6	17%	
Kaiser	216	94%		59%		34%	12.6	20%	
Kalani	238	97%		53%		42%	12.4	6%	
Kaimuki	337	96%		64%		35%	14.1	30%	
McKinley	301	96%		66%		36%	14.9	15%	
Roosevelt	378	94%		62%		34%	12.7	9%	
CENTRAL: 2 Complex Areas / 6 Complexes									
Aiea	273	91%		55%		33%	11.9	24%	
Moanalua	286	95%		60%		36%	12.4	29%	
Radford	366	94%		59%		25%	11.8	13%	
Leilehua	509	87%		50%		31%	11.7	32%	
Mililani	479	92%		51%		35%	11.9	13%	
Waialua	99	97%		62%		38%	13.8	33%	
LEEWARD: 3 Complex Areas / 6 Complexes									
Campbell	570	85%		43%		26%	9	18%	
Kapolei	371	89%		53%		29%	9.5	35%	
Pearl City	416	92%		61%		29%	12.5	17%	
Waipahu	546	88%		60%		28%	11.9	19%	
Nanakuli	180	78%		43%		25%	9.3	40%	
Waianae	380	83%		47%		25%	9.1	19%	
WINDWARD: 2 Complex Areas / 4 Complexes									
Castle	357	95%		64%		32%	13.6	5%	
Kahuku	250	93%		63%		17%	13	20%	
Kailua	244	87%		49%		31%	9.9	7%	
Kalaheo	254	94%		52%		37%	11.5	10%	
HAWAII: 3 Complex Areas / 10 Complexes									
Hilo	280	95%		60%		28%	12.9	6%	
Laupahoehoe	24	88%		33%		33%	6.6	0%	
Waiakea	226	97%		64%		31%	14	9%	
Kau	77	88%		32%		40%	8.3	20%	
Keaau	199	94%		55%		28%	10.8	10%	
Pahoa	130	87%		50%		33%	11.3	13%	
Honokaa	176	86%		45%		30%	10.8	24%	
Kealahou	264	81%		48%		33%	9.7	19%	
Kohala	73	89%		58%		34%	12.5	33%	
Konawaena	157	91%		56%		29%	12.3	11%	
MAUI: 2 Complex Areas / 7 Complexes									
Baldwin	247	87%		56%		32%	12.4	7%	
Kekaulike	271	87%		54%		38%	12	20%	
Maui	437	86%		53%		27%	10.9	20%	
Hana	31	90%		58%		32%	10.1	0%	
Lahainaluna	190	84%		52%		36%	8.6	8%	
Lanai	46	91%		57%		35%	9.5	67%	
Molokai	77	87%		58%		21%	10	50%	
KAUAI: 1 Complex Area / 3 Complexes									
Kapaa	192	88%		58%		26%	11.9	42%	
Kauai	238	90%		55%		34%	11.4	19%	
Waimea	161	89%		55%		29%	13.9	20%	
OTHER:									
Public Charter Schools	na	na	na	na	na	na	na	na	na
Hawaii Center for Deaf & Blind	18	72%		67%		89%	11.3	0%	0

*For descriptions of color coded cells, see the legends on the following page.

COMPLEX SUMMARIES TEACHERS

Change in Percent of Fully Licensed Teachers by Complex, 2007- 2009

The percent of fully licensed teachers is one indicator of teacher quality. Typically, rural or remote regions are more challenged to recruit fully licensed teachers. However, over the past two years (2007-2009) the majority of complexes (60%), including rural areas and neighbor island complexes, have increased the percentage of teachers who are fully licensed.

Change in Percent of Teachers at the Same School Five or More Years, by Complex, 2007-2009

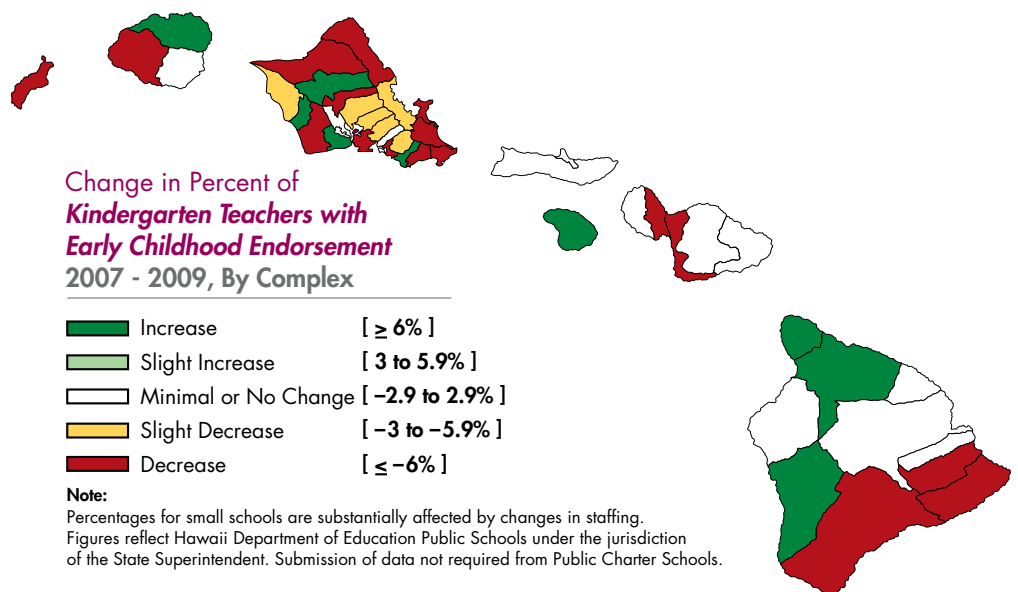
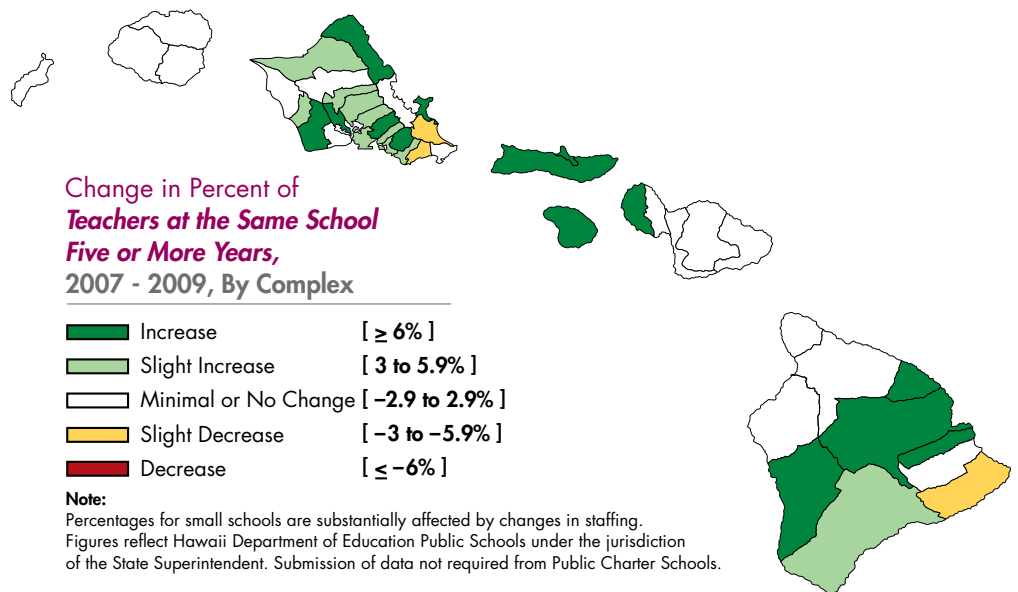
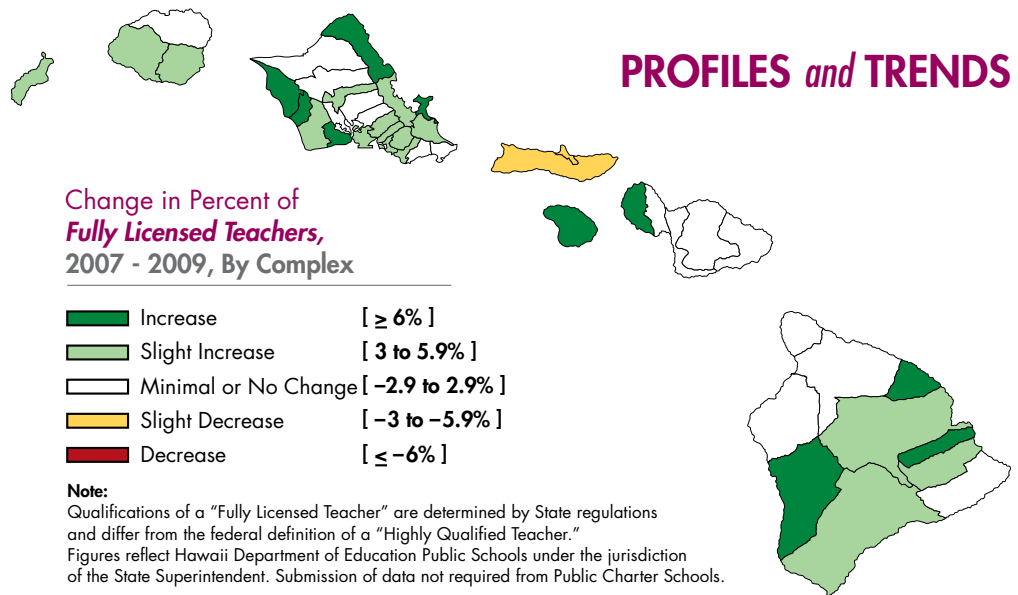
The percent of teachers at the same school for five or more years is an indicator of staffing stability. Research suggests that schools experiencing high levels of staff turn over have difficulty establishing a culture of continuous school improvement, while schools with little or no change in staff over many years have difficulty sustaining momentum. Schools with moderate levels of mobility are considered most successful in implementing and sustaining school improvement efforts. Between 2007 and 2009, 55% of school complexes have seen increases in teachers staying at the same school.

PROFILES *and* TRENDS

Change in Percent of Kindergarten Teachers with Early Childhood Endorsement, by Complex, 2007- 2009

Early childhood endorsement denotes coursework or practicum specifically in early childhood education. Hawaii kindergarten teachers with early childhood endorsement must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade. The majority of complexes (52%) have seen a decrease in the percentage of teachers with Early Childhood Endorsements. Reversing this trend is a performance and quality goal under the Department of Education's Strategic Plan.

The extent of licensed teachers, staff stability, and early childhood credentials taken together provide a more accurate picture of school staffing characteristics than any one viewed alone.



PROFILES *and* TRENDS

ASSESSMENT 2009		Complexes						
		READING						
		Standards-Based Assessment (HCPS)						
		Percent Proficient and Exceeds						
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	All Tested Grades
STATE	62%	62%	61%	65%	67%	68%	73%	65%
HONOLULU: 2 Complex Areas / 6 Complexes								
Farrington*	49	50	48	51	56	67	65	55
Kaiser	77	80	80	77	80	72	78	78
Kalani	79	77	80	76	75	85	88	80
Kaimuki	65	65	66	63	68	72	67	67
McKinley	61	56	57	45	54	58	74	60
Roosevelt	80	78	80	73	71	69	79	75
CENTRAL: 2 Complex Areas / 6 Complexes								
Aiea	64	62	68	70	75	78	73	69
Moanalua	69	63	66	74	78	79	86	76
Radford	67	68	72	78	69	74	81	72
Leilehua	62	66	61	67	65	67	76	66
Mililani	79	75	77	80	82	87	85	81
Waiialua	76	71	67	78	73	73	83	74
LEEWARD: 3 Complex Areas / 6 Complexes								
Campbell	63	64	61	71	70	72	78	68
Kapolei	58	61	58	65	77	73	79	68
Pearl City	69	70	71	77	70	70	78	72
Waipahu	52	51	52	67	58	66	67	59
Nanakuli	32	36	31	48	37	46	53	40
Waianae	37	46	45	52	49	50	54	48
WINDWARD: 2 Complex Areas / 4 Complexes								
Castle	71	64	66	74	70	61	66	67
Kahuku	65	68	63	60	67	63	71	65
Kailua	64	55	55	64	50	46	64	59
Kalaheo	71	73	70	71	72	72	77	72
HAWAII: 3 Complex Areas / 10 Complexes								
Hilo	59	60	57	64	67	65	66	62
Laupahoehoe	71	65	59	42	50	50	58	57
Waiakea	63	62	64	63	70	68	76	66
Kau	23	31	29	27	56	49	71	41
Keaau	58	56	58	45	54	54	58	55
Pahoa	48	42	41	42	45	54	59	47
Honokaa	56	55	52	54	66	75	63	58
Kealahou	58	55	60	57	65	64	76	62
Kohala	61	42	38	58	56	56	63	52
Konawaena	65	67	60	68	70	72	68	67
MAUI: 2 Complex Areas / 7 Complexes								
Baldwin	64	61	51	58	63	68	76	64
Kekaulike	68	73	60	59	59	63	77	66
Maui	64	58	59	61	64	67	73	63
Hana	65	60	39	43	63	64	75	58
Lahainaluna	48	47	51	50	60	60	71	56
Lanai	59	52	75	62	71	67	72	65
Molokai	47	53	70	60	36	46	64	53
KAUAI: 1 Complex Area / 3 Complexes								
Kapaa	61	51	60	58	73	64	71	63
Kauai	68	66	57	67	77	73	74	69
Waimea	62	49	60	57	76	62	79	63
OTHER:								
Public Charter Schools	58	65	57	60	68	70	85	65
Hawaii Center for Deaf & Blind	na	na	na	na	na	na	na	na

*Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.

Source: Hawaii State Department of Education, Student Assessment Section.

COMPLEX SUMMARIES

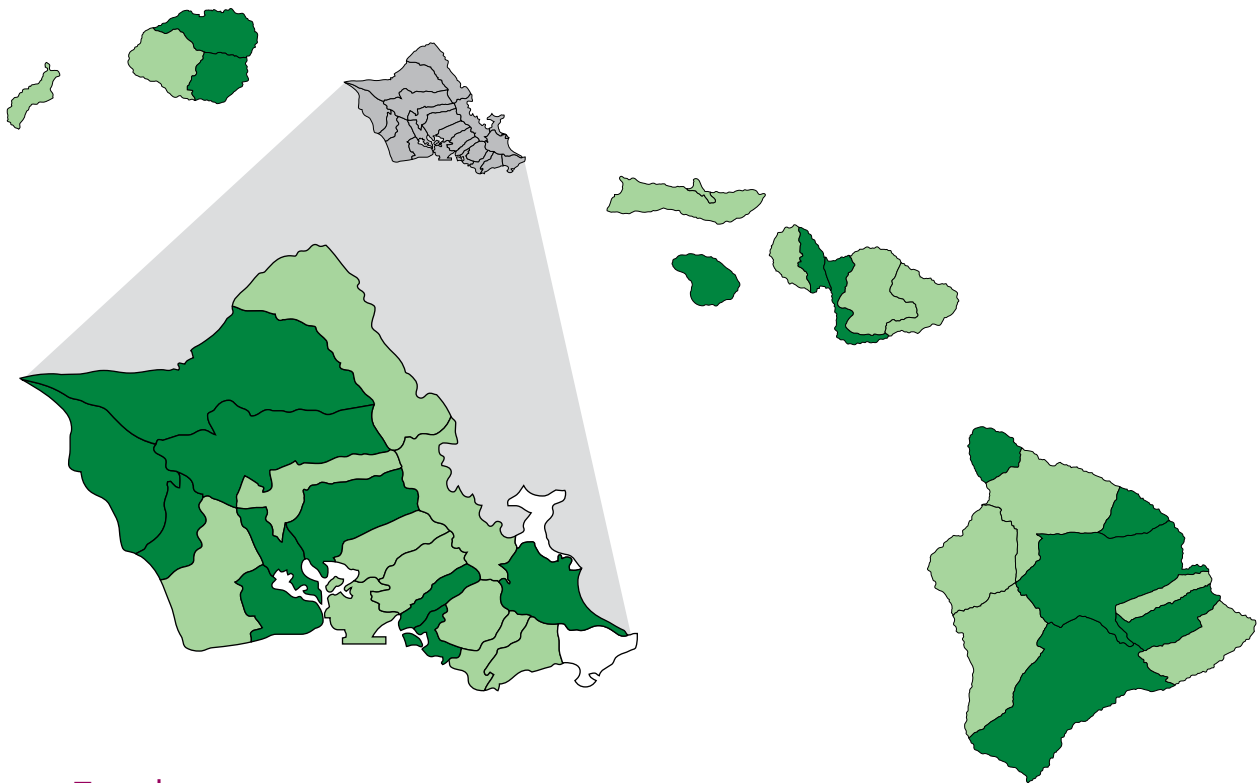
ASSESSMENT-READING

Hawaii Content & Performance Standards (HCPS III)






The 2009 state assessment results reflect the third year of implementation of the HCPS III, and provides an opportunity to compare results with 2007 baseline achievement. Reading results ranged from a low of 40% (Nanakuli Complex) to a high of 81% (Mililani Complex) for All Students across complexes and public charter schools. Consistent with previous years, proficiency rates for Oahu students were, on average, higher than those of neighbor island students.

The maps that follow display visual analyses of 2009 student performance on the standards-based tests across the State. They present overall complex level achievement that are composites of data from schools that face various educational challenges and risk factors.

PROFILES *and* TRENDS



Trends
HCPS Reading
Grades 3-8 and 10, by Complex

Change in Percent 2007 to 2009, By Complex	
	Increase [$\geq 6.0\%$]
	Slight Increase [2.1 to 5.9%]
	Minimal or No Change [-2.0 to 2.0%]
	Slight Decrease [-2.1 to -5.9%]
	Decrease [$\leq -6.0\%$]

PROFILES *and* TRENDS

ASSESSMENT 2009		Complexes						
		MATHEMATICS						
		Standards-Based Assessment (HCPS)						
		Percent Proficient and Exceeds						
		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10
STATE		48%	50%	46%	44%	47%	39%	34%
All Tested Grades								
44%								
HONOLULU: 2 Complex Areas / 6 Complexes								
Farrington*		37	42	40	30	34	33	22
Kaiser		62	68	70	60	71	53	44
Kalani		71	73	71	67	57	59	48
Kaimuki		53	54	53	43	49	50	32
McKinley		48	47	50	33	32	31	51
Roosevelt		68	69	62	54	58	46	41
CENTRAL: 2 Complex Areas / 6 Complexes								
Aiea		51	48	55	47	49	55	34
Moanalua		49	52	56	52	55	46	47
Radford		47	53	46	55	50	39	35
Leilehua		46	49	45	41	56	44	34
Mililani		62	64	60	54	65	55	51
Waialua		64	47	45	65	57	39	28
LEEWARD: 3 Complex Areas / 6 Complexes								
Campbell		49	55	46	50	48	41	38
Kapolei		46	46	36	36	53	37	31
Pearl City		54	60	55	65	62	42	38
Waipahu		41	46	42	53	37	42	27
Nanakuli		25	20	20	25	16	13	11
Waianae		31	36	36	38	36	37	19
WINDWARD: 2 Complex Areas / 4 Complexes								
Castle		58	49	50	55	48	40	30
Kahuku		53	59	49	42	48	30	31
Kailua		52	47	39	43	32	17	23
Kalaheo		51	61	47	49	61	46	45
HAWAII: 3 Complex Areas / 10 Complexes								
Hilo		43	43	40	43	38	40	36
Laupahoehoe		41	72	41	33	10	17	33
Waiakea		45	49	45	46	47	43	41
Kau		16	14	18	11	27	22	14
Keaau		40	40	44	30	42	37	15
Pahoa		23	26	24	20	22	27	31
Honokaa		38	44	27	34	40	38	19
Kealahou		38	45	39	33	47	36	37
Kohala		35	32	24	32	37	26	8
Konawaena		64	65	47	37	45	29	29
MAUI: 2 Complex Areas / 7 Complexes								
Baldwin		47	51	40	33	32	23	35
Kekaulike		61	62	49	34	36	23	34
Maui		51	52	47	38	47	33	22
Hana		71	47	33	25	38	27	21
Lahainaluna		32	32	32	26	41	21	25
Lanai		34	40	56	28	38	27	24
Molokai		43	46	65	49	27	29	27
KAUAI: 1 Complex Area / 3 Complexes								
Kapaa		43	37	39	33	53	27	40
Kauai		48	51	33	50	62	42	37
Waimea		47	47	46	38	51	23	31
OTHER:								
Public Charter Schools								
		41	42	35	34	39	30	33
Hawaii Center for Deaf & Blind								
		na	na	na	na	na	na	na

*Second grade scores for a Farrington Complex elementary school are included in 3rd grade percents.

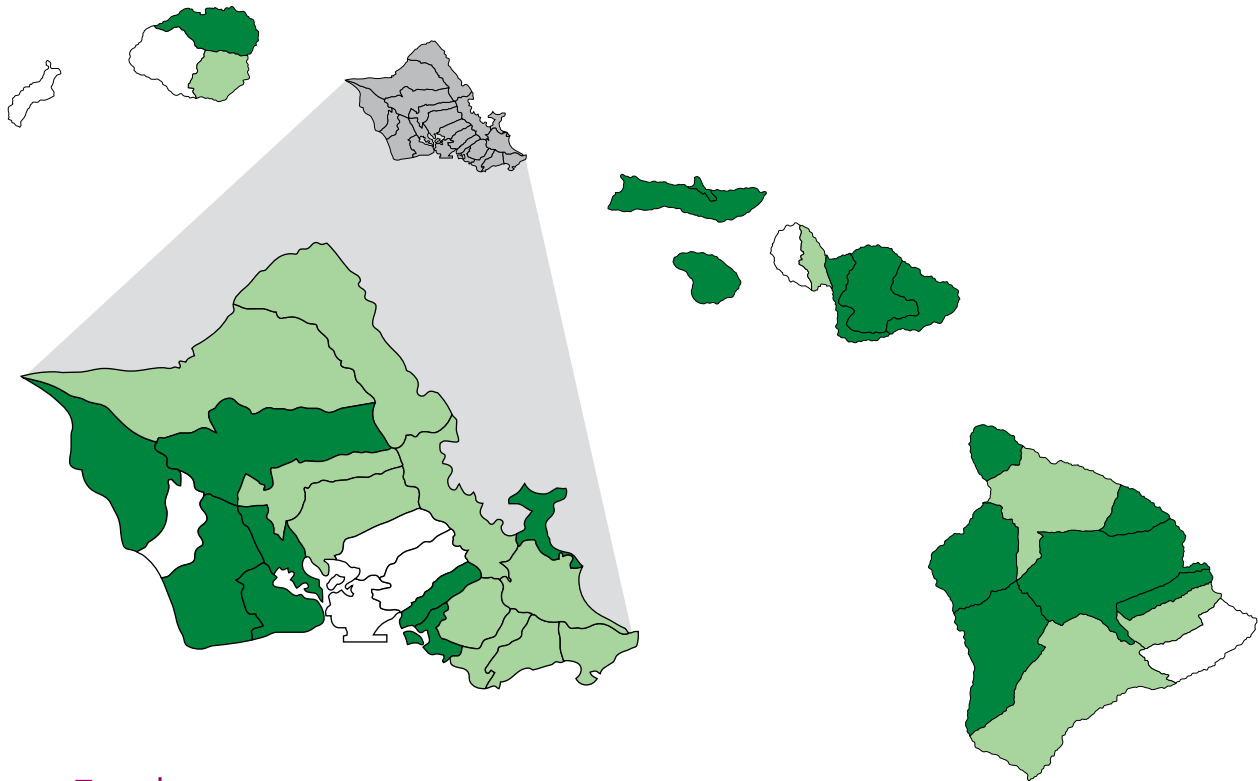
Source: Hawaii State Department of Education, Student Assessment Section.

COMPLEX SUMMARIES ASSESSMENT- MATHEMATICS

Hawaii Content & Performance Standards (HCPS III)

The 2009 state assessment results reflect the third year of implementation of the HCPS III, and provides an opportunity to compare results with 2007 baseline achievement. Across all grade levels tested, mathematics results ranged from a low of 17% (Kau Complex) to a high of 64% (Kalani Complex). In 2009, 35 (83%) of the 42 Complexes (does not include charter schools or HCDB) showed improvement compared to 2007 proficiency rates (see map on following page). On average, proficiency rates for Oahu Complexes were approximately 10 percentage points higher than those on the neighbor islands.

PROFILES *and* TRENDS



Trends

HCPS Mathematics

Grades 3-8 and 10, by Complex

Change in Percent 2007 to 2009,
By Complex

 Increase	[$\geq 6.0\%$]
 Slight Increase	[2.1 to 5.9%]
 Minimal or No Change	[-2.0 to 2.0%]
 Slight Decrease	[-2.1 to -5.9%]
 Decrease	[$\leq -6.0\%$]

PROFILES *and* TRENDS

ASSESSMENT 2009		Complexes						
		READING Norm-Referenced Test (TerraNova) Percent Average and Above						
		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10 All Tested Grades
Nat'l Norm		77%	77%	77%	77%	77%	77%	77%
STATE		74%	78%	74%	79%	71%	81%	76%
HONOLULU: 2 Complex Areas / 6 Complexes								
Farrington*		58	69	62	63	51	76	64
Kaiser		88	90	86	88	91	90	88
Kalani		86	88	90	86	80	89	86
Kaimuki		79	80	76	75	71	79	76
McKinley		76	72	70	60	51	67	71
Roosevelt		87	90	87	85	74	83	83
CENTRAL: 2 Complex Areas / 6 Complexes								
Aiea		74	81	83	83	73	81	79
Moanalua		79	83	82	85	83	91	84
Radford		80	84	83	87	76	86	83
Leilehua		78	83	77	80	71	83	79
Mililani		88	86	83	91	85	92	88
Waialua		79	86	78	91	73	86	81
LEEWARD: 3 Complex Areas / 6 Complexes								
Campbell		76	80	74	83	70	82	78
Kapolei		70	76	73	79	75	84	77
Pearl City		79	82	77	87	80	83	81
Waipahu		66	74	66	79	57	71	70
Nanakuli		44	51	44	62	43	61	52
Waianae		49	61	56	66	58	67	61
WINDWARD: 2 Complex Areas / 4 Complexes								
Castle		87	82	80	86	69	72	78
Kahuku		77	82	78	76	78	83	78
Kailua		76	78	68	78	59	74	73
Kalaheo		83	87	83	89	85	91	86
HAWAII: 3 Complex Areas / 10 Complexes								
Hilo		69	75	71	81	69	79	74
Laupahoehoe		88	73	59	67	40	53	64
Waiakea		71	77	75	84	79	81	79
Kau		39	42	50	46	67	64	54
Kaau		74	76	76	72	71	80	74
Pahoa		62	70	61	64	58	70	64
Honokaa		69	75	66	71	72	80	70
Kealahou		68	75	72	73	70	80	74
Kohala		63	64	59	75	76	81	70
Konawaena		75	85	76	84	71	86	79
MAUI: 2 Complex Areas / 7 Complexes								
Baldwin		76	78	71	72	69	84	75
Kekaulike		79	83	73	75	68	81	78
Maui		75	79	73	73	65	77	74
Hana		76	67	78	54	75	86	70
Lahainaluna		62	64	63	70	67	74	69
Lanai		76	78	84	54	67	80	75
Molokai		62	75	73	76	38	59	66
KAUAI: 1 Complex Area / 3 Complexes								
Kapaa		74	67	77	73	72	73	74
Kauai		79	82	78	81	79	89	81
Waimea		71	68	72	86	77	82	75
OTHER:								
Public Charter Schools								
		71	79	69	76	77	88	78
Hawaii Center for Deaf & Blind								
		na	na	na	na	7	na	3

*There are no TerraNova scores for one Farrington Complex elementary school.

Source: Hawaii State Department of Education, Student Assessment Section.

COMPLEX SUMMARIES

ASSESSMENT-READING

TerraNova

The national achievement norm of 77% average or above average was met or exceeded by 19 of 42 (45%) complexes. Statewide, Hawaii students met or exceeded the national norm in four of the seven grade levels tested.

PROFILES *and* TRENDS

COMPLEX SUMMARIES ASSESSMENT- MATHEMATICS

TerraNova

The national achievement norm of 77% average or above average was met or exceeded by 16 of 42 (38%) complexes. Statewide, Hawaii students met or exceeded the national norm in one of the seven grade levels tested.

ASSESSMENT 2009		Complexes						
		MATHEMATICS Norm-Referenced Test (TerraNova)						
		Percent Average and Above						
		Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10
Nat'l Norm		77%	77%	77%	77%	77%	77%	77%
STATE		75%	76%	77%	74%	72%	76%	75%
HONOLULU: 2 Complex Areas / 6 Complexes								
Farrington*		65	65	70	62	58	71	73
Kaiser		86	90	92	83	87	85	83
Kalani		89	88	94	90	89	93	92
Kaimuki		78	79	82	70	76	80	68
McKinley		77	68	76	54	55	66	85
Roosevelt		88	90	89	85	78	82	82
CENTRAL: 2 Complex Areas / 6 Complexes								
Aiea		82	78	81	79	74	79	79
Moanalua		78	82	82	80	81	85	83
Radford		76	82	86	85	77	84	79
Leilehua		76	75	75	73	73	73	77
Mililani		88	88	85	83	82	88	86
Waialua		82	88	74	80	81	78	78
LEEWARD: 3 Complex Areas / 6 Complexes								
Campbell		77	77	78	76	71	72	76
Kapolei		71	71	76	71	76	77	72
Pearl City		81	82	84	87	81	83	79
Waipahu		70	73	74	80	66	75	67
Nanakuli		51	50	52	61	54	57	53
Waianae		53	59	62	59	57	59	64
WINDWARD: 2 Complex Areas / 4 Complexes								
Castle		86	82	82	82	76	68	73
Kahuku		79	81	81	79	78	78	77
Kailua		74	78	72	75	62	67	74
Kalaheo		85	88	84	84	84	85	83
HAWAII: 3 Complex Areas / 10 Complexes								
Hilo		69	71	79	75	69	69	70
Laupahoehoe		81	73	71	50	20	44	67
Waiakea		75	76	76	74	76	79	84
Kau		55	39	45	39	57	46	64
Keaau		71	70	75	60	62	62	54
Pahoa		58	59	56	47	52	57	57
Honokaa		66	72	64	69	76	75	61
Kealahou		72	71	75	68	69	70	72
Kohala		72	62	63	67	68	68	69
Konawaena		77	81	77	68	61	73	68
MAUI: 2 Complex Areas / 7 Complexes								
Baldwin		79	81	80	69	69	74	78
Kekaulike		80	86	79	67	62	70	79
Maui		80	79	78	68	70	74	73
Hana		81	77	67	56	67	82	58
Lahainaluna		55	65	67	64	68	69	67
Lanai		78	76	88	72	79	75	72
Molokai		68	71	93	76	70	70	76
KAUAI: 1 Complex Area / 3 Complexes								
Kapaa		77	68	73	62	74	65	72
Kauai		81	80	78	72	77	78	76
Waimea		83	71	80	70	83	80	79
OTHER:								
Public Charter Schools								
		65	75	73	72	72	79	80
Hawaii Center for Deaf & Blind								
		na	na	na	na	na	0	na

*There are no TerraNova scores for one Farrington Complex elementary school.

Source: Hawaii State Department of Education, Student Assessment Section.

APPENDICES

APPENDIX A: **GLOSSARY**

APPENDIX B: **REFERENCES AND RESOURCES**

APPENDIX C: **DATA TABLES – ONLINE**



2009

SUPERINTENDENT'S *20th Annual Report*

Appendix A. GLOSSARY

This glossary explains the educational and fiscal terms and measures contained in the 2009 Superintendent's 20th Annual Report.

Adequate Yearly Progress (AYP): This is the minimum standard for improvement that all schools must achieve each year according to the federal No Child Left Behind accountability requirements. To meet AYP, all students and all student subgroups (i.e., Special Education, English Second Language Learner, Economically Disadvantaged, and five ethnic groups) must achieve a certain level of participation and proficiency on the State reading and mathematics tests. In addition, schools must meet either an on-time graduation rate for high schools or must not exceed a retention rate for elementary and middle/intermediate schools. If a school meets the minimum standard for all 37 indicators, it has “Met” AYP. If a school fails to meet one (or more) of the 37 indicators, it has “Not Met” AYP.

Administrators, School: This is a Full-Time Equivalent (FTE) count of all principals and vice-principals.

Administrators, State and Complex Area: The FTE count is the sum of positions that have responsibility for the administrative support of programs, curriculum, and State or federal legal requirements. These FTE position counts include complex areas superintendents, evaluation specialists, facilities planners, personnel specialists, test development specialists, budget specialists, information (data) specialists, state and district curriculum/educational specialists, safety/security program specialists, to list a few.

Appropriated Funds: Funds determined by the state legislature, and enacted by the governor, to provide basic support for the Hawaii Department of Education to operate a statewide school district.

Attendance Rate: The percent of the official student enrollment attending school every day during the school year. For example, 95% means that on any given day during the past school year, 95% of the students are in school on the average.

Average Years Experience: This is a simple average of the number of years of approved teaching experience.

Charter Schools: Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They were established by State legislation and are directly responsible to the Hawaii Board of Education, which monitors their quality and effectiveness, but allows them to operate outside of the traditional system of public schools.

Classroom Teachers, FTE or Headcount: A Full-Time Equivalent (FTE) position count comprises of all teachers who are directly teaching students. Unlike FTE, “Headcount” is a simple count of the number of teachers who are directly teaching students.

Complex Areas: These are administrative units made up of two or more complexes.

Complex: This smaller division within a Complex Area consists of a comprehensive high school and middle/intermediate and elementary schools within its attendance boundary.

Demographics, State: Figures reported by the U.S. Census Bureau are estimates and are updated periodically. The estimates in this report are from the American Community Survey. For an explanation of terms, definitions, and criteria used for classification, please go to the U.S. government website for the census: www.census.gov or www.proximityone.com

Dropout Rate: This four-year dropout rate is the percent of high school students who have not returned to school and have either officially exited as “drop-outs”, whose school enrollment statuses are undetermined, or who have not graduated within four years.

Early Childhood Endorsement: To earn an Early Childhood Endorsement certificate, a teacher must have had 18 credits in Child & Family Studies; completed all course requirements for Elementary Education and an additional 12 credits in Early Childhood Education; and have successfully completed student teaching in kindergarten, first or second grade.

Appendix A. GLOSSARY

Economically Disadvantaged: These are students whose families meet the income qualifications for the federal free/reduced-cost lunch program. Note that this is an indicator of school-community poverty.

English Language Learners (ELL): These students are certified as receiving English-as-a-Second-Language services.

Enrollment Count, Official: The official enrollment count of each school is reported to the State upon the yearly opening of school. A school's enrollment may fluctuate over the course of the school year, so that an enrollment count taken mid-year may be different from its official enrollment count. "Speech only and Hearing-Impaired only" special education students are excluded from the special education student count in the official enrollment report.

Federal Funds: Funds provided by the federal government for use by the State public school system, through grants from various federal agencies, such as the U.S. Department of Education, U.S. Department of Defense, and U.S. Department of Agriculture.

Five or More Years at Same School: Percent of teachers who have taught at one school for five or more years. It is an indicator of school staffing stability.

Fully Licensed: Teachers who meet requirements (e.g., completed at least a bachelor's degree and an approved teacher training program) to be fully licensed by the Hawaii State Teachers Standards Board.

Full-Time Equivalent (FTE): These are position counts and not "head counts," and are the sum of full- and part-time positions. Note that fractions are possible. For example, one full-time (1.0 FTE) and one half-time (0.5FTE) sum to 1.5 FTEs.

General Funds: The primary source of funding for the state public school system, provided by the state through taxpayer revenues.

Graduation, Graduation Rate, Graduate On-Time, Four-Year Graduation: Count or percent of all high school students, including public charter school students, who had completed high school within four years of their 9th grade entry date. Special Education students receiving certificates of completion and students requiring more than four years to complete high school are not included.

National Assessment of Educational Progress (NAEP): This refers to federal tests in reading, mathematics, writing, and science developed and given by the United States Department of Education (USDOE) to samples of students in grade 4 and 8 in all states. The data from the NAEP include results for demographic groups of students, but not for complex areas, schools, or individual students. The metrics that NAEP uses include average scale scores and the percentages of students achieving NAEP Advanced, NAEP Proficient, NAEP Basic, and NAEP Below Basic. Advanced and Proficient denote mastery of challenging subject matter include success on some items that are above the grade level of the students being tested. NAEP defines Basic as denoting partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. Below Basic means performing below the grade level being tested. These achievement levels overlap with but are not identical to the proficiency levels of the Hawaii State Assessment.

NCLB Sanctions: Mandates imposed on schools "in sanction" status by No Child Left Behind guidelines. The sanctions are increasingly stringent the longer a school stays in sanction status. Initial sanctions include school choice and supplemental educational services.

No Child Left Behind (NCLB): This law, enacted in 2001, is a reauthorization of the Elementary and Secondary Education Act, and consists of many Title programs (e.g., Title I, Title IV, etc.) each with its own funding and reporting requirements. The Act specifies school and state accountability mandates and reporting requirements for Title I funds, and requires that all schools in a state must be subject to the same accountability system.

No Sanctions: Schools whose NCLB status for the coming year is either "In Good Standing, Unconditional" or "In Good Standing, Pending." If a school meets all 37 AYP indicators for two consecutive years, or if a school In Good Standing has not met AYP for one year, then it is given "no sanctions" by the State.

Appendix A. GLOSSARY

Norm-Referenced Test, TerraNova: The TerraNova Assessment is a norm-referenced test that shows how well students' test scores compare to those of a nationally selected group of students (called the "norm group"). For the TerraNova norm group, 77% always score "average and above average."

Not Suspended, Students: The number of students who are not suspended by the school and therefore an indicator of appropriate student behavior at school.

Perceptions of Safety and Well-Being, Student and Teacher: Positive responses to a set of items on the Department Of Education's annual School Quality Survey (SQS) regarding school safety and well-being. The percent of positive responses are reported.

Per Pupil Expenditure: The numbers reported from National Center of Education Statistics (NCES) may be used for state to state comparisons. Numbers are based on membership and can be expected to be smaller than per pupil expenditures based on average daily attendance. Current expenditure for public elementary and secondary education in a state is divided by the student membership. Current expenditures are funds spent for operating local public schools and local education agencies, including such operating expenses as salaries for school personnel, student transportation, school books and materials, and energy costs, but excluding capital outlay and interest on school debt.

Preschool, Attended: This is the percent of entering kindergarten students reported as having attended preschool.

Private Schools: Privately operated schools not under the direction of the Hawaii Department of Education.

Relative Wealth, Per Capita Revenue: The per capita revenue is reported by the U.S. Census Bureau as a result of their Annual Survey of Government Finances 2005a survey completed by all states. Per capita amounts are based on population figures as of July 1, 2005, and are computed on the basis of amounts rounded to the nearest thousand figures obtained also from the U.S. Census Bureau.

Retention Rates:

Elementary: Percent of students, excluding kindergarteners, who are not promoted to the next grade level. A low retention rate is desired

Middle & Intermediate: Percent of 8th grade students who are not promoted to 9th grade the following year. A low retention rate is desired.

Sanctions: If a school fails to meet Adequate Yearly Progress (AYP) for two consecutive years, it receives the sanction associated with NCLB status of School Improvement Year 1. If it continues to not meet AYP, it receives progressively greater sanctions associated with each NCLB status of School Improvement Year 2, Corrective Action, Planning for Restructuring, and Restructuring.

Schools, Total: The total number is the sum of all public schools. All regular public schools, public charter schools, and special schools are in this count. Adult Community Schools are not counted.

Special Education (SPED): This count and percent contain all special education students listed on the official enrollment report as receiving special education services and includes special education students with a "Speech only and Hearing-Impaired only" condition.

Special Funds: Funds generated through revenue sources other than state taxpayer revenues, such as cafeteria collections from students; adult education tuition/fees; summer school tuition; driver education fees; facility rental fees; and lost textbook penalty fees.

Special Needs, Multiple: Students identified and/or qualified as special needs under more than one of the following categories: economically disadvantaged as determined by receiving free/reduced-cost lunch, Section 504 classification, and certified as receiving special education or English Language Learner services.

Appendix A. GLOSSARY

Standard-based Assessment, Hawaii Content and Performance Standards: These tests measure student achievement in reading and mathematics based on Hawaii content standards. The percents shown are assessment results, not No Child Left Behind (NCLB) accountability results. “Percent Proficient & Exceeds Proficiency” is derived from test results that meet or exceed proficiency (i.e., proficiency cut-score).

State and Local Expenditures Supporting Public Education, Percent: This percentage is published by the National Center of Education Statistics (NCES), U.S. Department of Education in their Digest of Educational Statistics 2007 publication. The percentage is calculated by dividing the states’ “Total, all general expenditures per capita” by the states’ “Elementary and secondary education expenditures” per capita. The Total, all general expenditures per capita includes state and local government expenditures for education services, social services, and income maintenance, transportation, public safety, environment and housing, governmental administration, interest on general debt, and other general expenditures, including intergovernmental expenditure to the federal government, as reported by the State’s NCES Common Core of Data Financial Survey.

Support Staff, Other: This is a Full-Time Equivalent count that encompasses a wide range of positions that support schools. These categories may include school assessment liaisons, athletic directors, registrars, State and district resource teachers, school psychologists, custodians, cafeteria workers, school secretaries, school security guards, educational assistants, occupational therapists, mental health assistants, behavioral specialists, student service coordinators, to name a few. Note that the assignment of positions to categories is based on USDOE National Center for Education Statistics, Common Core of Data, Non-Fiscal Survey requirements.

Title I: A school is designated as a “Title I” school and receives supplemental federal funding under NCLB if its student population meets a specified poverty rate. Title I schools are obligated to follow federal requirements regarding Title I funds.

Trust Funds: Funds segregated for specific purposes, such as foundation grants, and athletic gate receipts.

Appendix B. REFERENCES & RESOURCES

For more information and online access, please go to the internet address listed below each report.

EDUCATIONAL and ACCOUNTABILITY REPORTS

Enrollment

<http://doe.k12.hi.us/reports/enrollment.htm>

Hawaii State and School Readiness Assessment

<http://arch.k12.hi.us>

High School Completer Statistics

<http://doe.k12.hi.us/reports/highschoolcompleter.htm>

National Assessment of Educational Progress (NAEP)

<http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf>

<http://nces.ed.gov/nationsreportcard>

No Child Left Behind (NCLB)

<http://arch.k12.hi.us>

School Quality Survey (SQS)

<http://arch.k12.hi.us>

School Status and Improvement Report (SSIR)

<http://arch.k12.hi.us>

Trend Report: Educational & Fiscal Accountability

<http://arch.k12.hi.us>

FINANCIAL REPORTS

Allocations by School Program

<http://doe.k12.hi.us/reports/allocations.htm>

Annual Financial Reports

<http://doe.k12.hi.us/reports/financialreports.htm>

Audit

<http://doe.k12.hi.us/reports/auditreports.htm>

Budget

<http://doe.k12.hi.us/reports/budget.htm>

Expenditures by School

<http://doe.k12.hi.us/reports/expenditures.htm>

Appendix B. REFERENCES & RESOURCES

SPECIAL EDUCATION REPORTS

Due Process Hearings Findings

<http://doe.k12.hi.us/reports/specialeducation/dueprocess/index.htm>

Annual Performance Report & State Performance Plan

<http://doe.k12.hi.us/reports/specialeducation/stateperformanceplan/>

LEGISLATIVE REPORTS

Reports to 2009 Legislature

<http://doe.k12.hi.us/reports/tolegislature/index.htm>

OTHER RESOURCES

Center on the Family

<http://uhfamily.hawaii.edu>

Proximity

<http://proximityone.com/hidmi2.htm>

Appendix C. DATA TABLES – ONLINE

Data tables are available online at:

http://arch.k12.hi.us/state/superintendent_report/annual_report.html

DATA TABLES

1. Enrollment in Hawaii Public and Private Schools
2. Enrollment by District
3. Special Needs Affecting Public School Students in Hawaii
4. Average Attendance Rates by School Type
5. Four-year Graduation and Dropout Rates
6. Ethnicity of Students and Teachers
7. Hawaii Content and Performance Standards Assessments
8. Norm-Referenced Tests
9. Chapter 19 Charges Categorized by Type of Incident
10. Administrative Staff as a Proportion of Total Staff-Hawaii and Comparison States
11. Expenditures per Pupil, Hawaii and Comparison States
12. Hawaii and States with Similar Financial Resources
13. Percent of State and Local Expenditures Supporting Public Education (K-12) by Year & Comparison States
14. Percent of State and Local Expenditures Supporting Public Education (K-12) vs. Per Pupil Expenditure



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